A PROPOSED PROGRAM OF SPEECH IMPROVEMENT
FOR USE IN THE JUNIOR HIGH SCHOOL

by

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CHAPTER I

INTRODUCTION

A few years ago Margaret Prendergast McLean expressed the importance of speech when she wrote: "Aside from food, shelter, and clothing, there is nothing that is such an essential part of the daily life of every normal human being besides his speech." \(^1\)

Everyone realizes his continual use of the spoken word at work and at play, in the home and abroad. It is the most direct form of communication of thoughts and emotions.

"Good" speech has always been recognized as being vastly important and is becoming increasingly more so. It is a means of social classification and an integral part of the individual personality. \(^2\) Good speech is a desirable quality in vocational requirements and advancement; it is a necessity in a machine age in which the phonograph, radio, and telephone play such an important role.

There are in general two large classifications of speech, defective and normal, although there is, of course,

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American schools have long been engaged in the indirect teaching of speech. "The student uses oral expression without a line of demarcation between them. Defective speech is difficult to define because there are so many variations within the limits of so-called "standard speech." However, speech may be said to be defective when it is: unintelligible, inaudible, or confusing to the listener; if it draws adverse attention to itself because of its conspicuousness; if it is unpleasant to hear or is accompanied by unpleasant, extraneous sounds or actions; if it is labored or lacks smoothness of rhythm, or if it is inappropriate to the speaker's age.  

Normal or adequate speech is that speech which does not exhibit these qualities.

So-called "good" speech is not only normal speech, but it is also characterized by correct grammar, enunciation, pronunciation, and reasonable fluency.

Mrs. McLean says further: "It is the duty and should be the ambition of America to see that her people have the best, the most practical, and the most pleasing speech that is available."  

American schools have long been engaged in the indirect teaching of speech. "The student uses oral expression

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4 M. P. McLean, *loc. cit.*
probably ten times to written," declares one writer.\textsuperscript{5} Class recitation, formal drill, and Friday afternoon "piece-speaking" programs were the beginnings of speech education. Dramatics and public speaking were added later, at first as extra-curricular activities and finally as elective courses in English. The first department of speech defectives was established in New York in 1912. The American Speech Correction Association was organized in New York in December, 1925, at the convention of the National Association of Teachers of Speech.\textsuperscript{6}

Surveys were made as early as 1916 of the percentages of speech defectives in the schools of America and Europe. Five years later a survey of the freshmen of the University of Wisconsin revealed that eighteen and thirteen-hundredths per cent of the 1400 students examined were defective in speech. In an extensive study of 1661 entering students at the State University of Iowa it was reported that fifty and nine-tenths per cent were suffering from handicaps of voice or speech.\textsuperscript{7} The White House Conference on Child Health and


Protection revealed that over a million school children were defective in speech.  

D. W. Morris, director of the Indiana State Teachers College Speech Clinic, recently conducted two surveys which clearly indicate the need for speech correction and speech improvement. The first made a sampling of a 9A class in the Central High School, Kansas City, Missouri. Of the 178 students interviewed fourteen per cent were found to have defects in voice and/or speech. Seven and nine-tenths per cent of these were classed as mildly defective, five and six-tenths per cent as being of medium severity, and five-tenths per cent as being severely defective. Three-fifths of the group were unaware of the fact that their speech was not perfectly normal. Three-fifths of these had had no systematic instruction in speech; two-fifths of the group had taken no part in speech activities in their entire school careers.

The second of these studies was a survey of the speech defects of the pupils of the Laboratory School of the Indiana State Teachers College. At the time the following results were recorded, only a part of the survey had been completed.

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9 D. W. Morris, loc. cit.
Of the 208 students in grades 3A and 7A forty-five per cent were found to have defects in voice and/or speech. Only one student in all those examined was aware that he had any speech defects. Of the ninety-four students found to be defective only eight were reported as such in the questionnaires sent out prior to the interviews.  

In view of such alarmingly high percentages of speech defectives in colleges and universities as well as elementary and secondary schools, what is being done about the speech situation?

Clara B. Krefting,11 director of the Department of Speech at Bradley Polytechnic Institute, and Harley A. Smith12 of the University of Louisiana summarized the results of the status of speech activities in secondary schools in forty-one states. Seven of these states reported a separate course of study in speech, and several others reported similar courses in preparation. The majority of the remaining states reported the combination of speech with English.

10 D. W. Morris, loc. cit.


The New York City Course of Study in Speech is offered as a substitute for two years of high school English. Detroit gives a course of Speech Improvement for the correction of speech defects. Chicago and Milwaukee, along with Detroit, were the pioneers in the field of speech correction. These three cities offered speech correction in their city schools as early as 1913.

The problems of speech education are three: speech correction, speech cultivation (speech arts), and speech improvement.

The Speech Arts, which include dramatics, public speaking, and debate, have been fairly well established in the high schools and are now beginning to penetrate the elementary schools in an integrated form. Speech Correction is gaining importance steadily. A bulletin from the United States Office of Education reports that in 1931 there were eighty-four school systems in twenty-two states and the District of Columbia that were employing special speech

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14 Course of Study in Speech Improvement (Detroit: Board of Education, 1933).
15 Frampton and Howell, op. cit., p. 106.
17 Frampton and Howell, op. cit., p. 107.
correction teachers.

Speech improvement is the middle ground that lies between the defective and the cultivated speaker. It is desirable to make merely adequate speech "good" speech without raising it to the artistic levels of the stage or the debate platform. Grammar has long been an established part of the English curriculum. Fluency which is encouraged by so-called oral expression is becoming more and more predominant. Formal instruction in enunciation has received little attention.

It is the purpose of this study to investigate the field of speech improvement more thoroughly and to plan a program along such lines as can readily be administered by the classroom teacher. The program is designed to meet the needs of the class as a whole rather than only those who are interested in the speech arts or those who need special work for the correction of defective speech. It is hoped that such a program may be closely correlated with grammar and oral expression so that all of the factors of "good speech" may be readily integrated.

The studies in speech are about equally divided between the Speech Arts and Speech Correction. Many speech arts texts give introductory exercises in voice training, enunciation, and pronunciation. Most of the practice manuals for speech correction give exercises which may be readily
to speech improvement work.\textsuperscript{18} There have been a number of investigations of the types and percentages of the speech defectives in colleges, universities, and public schools.\textsuperscript{19} Countless studies of the requirements of public speaking and oral English have been made.\textsuperscript{20}

The city of Detroit has a course of study in speech improvement prepared by Clara B. Stoddard, retired supervisor of the speech improvement class, Department of Special Education in the Detroit Public Schools, which has as its aim the development and improvement of the speakers who suffer from a defect or impediment of speech. Aims, principles, and methods of procedure for the correction of stuttering, lisp-ing, nasality, and other forms of defective speech are given. The program has been worked out in great detail with exercises, oral reading selections, activities, and games to be used with all defective letter sounds as well as for rhythm, relaxation, and breath and voice control.\textsuperscript{21} The Board of Education, city of Detroit, has published, also, supplementary manuals to be used in this work.

\begin{itemize}
\item \textsuperscript{18} See Appendix D.
\item \textsuperscript{19} D. W. Morris, \textit{loc. cit.}
\item \textsuperscript{20} Anderson, \textit{loc. cit.}
\item \textsuperscript{21} \textit{Course of Study in Speech Improvement} (Detroit: Board of Education, 1933), p. 15.
\end{itemize}
Letitia Maubicheck, director of speech improvement in the New York City Schools has published several books which deal with the programs of teaching speech correction and speech improvement in the elementary grades. Similar manuals for speech correction work have been formulated for use in other school systems.

In the Indiana State Teachers College Laboratory School an experimental program of speech improvement was attempted at the request of a classroom teacher. The purpose of the program was to improve the inaccurate English of the pupils and to make them more conscious of good diction. It was given fifteen to twenty minutes daily by the classroom teacher under the guidance of a member of the Speech Clinic. The lessons were mimeographed and passed out to each member of the class at the beginning of each week. The English speech sounds were taken up phonetically. For each sound examples of all of the possible spellings were given as well as sentences containing the sound several times and pairs of words with contrasting sounds such as "pin--bin, pin--pen," or "pig--pik." This experiment was not based upon any statistical study of the speech needs of the students. All of the pupils had been given speech tests at the beginning.

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of the year at the Speech Clinic, but none of these tests were taken into account. As the experiment had not been completed at the time of this writing, its final results cannot be described accurately.

In order to prepare a program of greater reliability and more practical value, an actual junior high school class was observed for three hours daily over a period of three weeks, and each member of the class was individually interviewed to determine the number and types of his speech errors. The final results of these observations and interviews were correlated and analyzed. The results were discussed and used as a basis for the program of speech improvement. In this way the program was based directly upon the actual needs and abilities of the class. The general plan of procedure used in programs of speech correction and speech improvement already in use was carefully observed, but only such elements as fitted the needs of the class studied were in any way carried over into the new program.
CHAPTER II

THE STUDY

I. THE CLASS

The class studied was a seventh grade class in the summer term. They were observed daily for three hours in English, mathematics, and social studies. Since the class was separated into two groups, 7A and 7B, in their mathematics and social studies classes, they have been separated in the same way for the purpose of this study and will be discussed as such.

Because the classes were summer classes originating from several different city schools, it is impossible to compare with any reliability their intelligence scores. Only those pupils who had attended the Indiana State Teachers College Laboratory School had had the tests administered by the Speech and Reading Clinic. However, it was observed that these pupils varied more widely in intelligence and ability than the average class of seventh grade pupils. An earlier observation made prior to the one here described showed that there was little correlation between intelligence and defective speech.

The average amount of time reserved for oral work varied, being considerably greater in the English and social
studies classes than in mathematics. In English it was discovered that responses were quite brief, while in social studies they were of considerably greater length owing to a number of oral talks and reports. The average length of time for an oral talk was about one minute. The average speaking time for a pupil answering a question asked by the teacher was from ten to twenty seconds in length. When the classes were divided, as has been described, there was greater opportunity for all of the pupils to speak. A number of written tests in mathematics cut down the speaking time in these classes.

There were twenty-nine pupils in the class, sixteen boys and thirteen girls. Of these, twelve were 7B's and seventeen were 7A's. Their ages ranged from 179 months to 140 months. The average age was 157 months, or thirteen years and one month.

In the English class the subject being studied was grammar. The teacher conducted most of the discussion, with the pupils completing sentences, correcting incorrect forms, and making new sentences with the correct forms. Parts of speech were studied, and particular emphasis was given to nouns and pronouns.

In the 7A class of mathematics decimals and per cents were being studied. The 7B's were studying per cents. Speaking was devoted to discussing problems.
The 7A social studies class was studying the American Colonies. The 7B's were studying the different geographical sections of the United States, with quite a bit of drill work on review. A number of special reports and oral talks were given.

II. OBSERVATIONS

The daily observations of the class as described in the preceding section were continued for a period of three weeks. The tabulations of the speech sound errors in each of these three subjects were recorded separately. In noting these errors three factors were taken into consideration: speaking time, errors, and words in which the errors occurred. The frequency of occurrence of errors was also tallied.

The total speaking time recorded for both sections in all three subjects was 9023 seconds. The greatest number of seconds speaking time recorded for any one pupil was 1231.8 seconds, or about twenty and a half minutes, while the least amount of time recorded for any one pupil was twenty-three seconds or less than half a minute. The average speaking time recorded was 311.47 seconds or five and a quarter minutes. The time recorded in social studies was about twice as great as in English, and almost three times as great in English as it was in mathematics. The average speaking time for boys was about four and a half minutes and for girls
almost six minutes.

In recording speech sound errors the International Phonetic Alphabet was used. In all foreign accent cases the speech sounds were noted in the most nearly approximating English speech sounds; however, these sounds were designated "(for.)" to distinguish them from any similar English sound. In cases where the speech error appeared to be a provincialism, such as the substitution of æ for a, no error was recorded.

Seventy-eight different types of errors were noted with a total of 619 errors in all. Of these 373 were consonant errors, 187 were vowel errors, fifty-two diphthong errors, and seven syllable omission errors. The most frequently incorrect consonant was "s"; the most frequently incorrect vowel was the substitution of I for e.

The greatest number of errors made by any one person was 105. The most frequent error made by one person was an incorrect "s" which was missed forty times. The word in which most errors occurred was "just" missed sixteen times by the substitution of I for A and once by the substitution of e for A. Words which were frequently missed were noted and later were used as a basis for word drills in the speech improvement program. The error made by the greatest number of persons was the omission of the "t" sound. This error was made by eighteen of the twenty-nine members of the class.

1 See Appendix A.
Measurements given in hundredths of minutes unless otherwise indicated.

Total number of hundredths of minutes speaking time--15066
Total number of seconds speaking time--9033
Average number of seconds speaking time--311.47
### TABLE II

**ANALYSIS OF ERRORS OF ARTICULATION OBSERVED JUNE 20 TO JULY 11, 1940**

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III. INTERVIEWS

In addition to the daily interviews just described, each of the pupils was privately interviewed. The interview consisted of having each pupil read two sets of sentences. No time record was noted for these interviews, but the speech sound errors were recorded in the same manner.

The diagnostic sentences were especially prepared for this examination, and contained all of the speech sounds. It was desirable to get a record of each pupil's speech sound errors over the same material. Only one of the twenty-nine pupils failed to be examined, as he dropped out before the examinations were completed.

There were twenty-three vowel and diphthong sentences and twenty-five consonant sentences. All speech sounds were employed in their initial, medial, and final sounds, and only the speech sound being tested in a sentence was recorded.

There were 270 errors in all. Of these 171 were vowel and diphthong errors, and the other twenty-nine were consonant errors. The most frequent vowel error was the substitution of æ for auæ. The most frequent consonant error was the incorrect s. Seventy-three of the vowel errors were made by girls and eighty-eight by boys. Of the consonant errors forty-five were made by girls and fifty-four by boys. Sixty-seven per cent of the errors were made by 7A's and thirty-three per cent by 7B's.

2 See Appendix B and C.
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IV. CONCLUSIONS

Having tabulated the results of the class observations and the interviews, it was then necessary to compare these two sets of records and analyze the findings in order to be able to form a program of speech improvement which would form a reliable basis of the pupils' actual needs.

As has previously set forth, there were twenty-nine pupils in the class, sixteen boys and thirteen girls. One of the students was not interviewed, having dropped out of the class before the end of the observation period. It was discovered by comparing the errors of the boys and girls that there was little difference in the average number of errors made by boys and the average number of errors made by girls, although the girls' average was a little higher as was the average number of seconds speaking time employed by girls.

It was interesting, however, to note that the boys' percentage of consonant errors recorded from the diagnostic sentences exceeded their percentage of total consonant errors, while the girls' percentage of vowel errors recorded from class observation exceeded the percentage of total vowel errors made by the girls.

In a comparative study of the number of errors made by individuals, it was discovered that there was a total of 869 errors, approximately sixty-eight per cent of which were recorded from class observations and approximately thirty-two
per cent from the diagnostic sentences. Of the errors 115 were letter or syllable omissions, approximately ninety-nine per cent of which were made during class observations and one per cent of which was made during the reading of the diagnostic sentences. There was a total of 368 consonant errors other than syllable or letter omissions. These were divided into two classes designated for the sake of convenience as inaccurate fricatives and letter substitutions. Seventy-three per cent of the total number of consonant errors were made during class observations and twenty-seven per cent were recorded from diagnostic sentences. There was a total of 273 vowel substitutions and 133 diphthong substitutions. Sixty-seven per cent of the vowel substitutions were made during class observations and thirty-three per cent were recorded from the reading of diagnostic sentences. Approximately forty per cent of the diphthong substitutions were recorded from class observations and sixty per cent from the diagnostic sentences. Of the total number of errors thirteen per cent were letter and syllable omissions, twenty-six and five-tenths per cent were inaccurate fricatives, fourteen and eight-tenths per cent were consonant substitutions, thirty and seven-tenths per cent were vowel substitutions, and fourteen and nine-tenths per cent were diphthong substitutions.

There were probably two reasons why the number of
consonant errors was greater in the class situation than in the reading situation. The speech in the reading situation was of a more artificial nature, and the pupils were more conscious of their articulation. If this were true, it would stand to reason that practically all of the errors of letter and syllable omission would be eliminated leaving only the inaccurate fricatives and the actual sound substitutions as errors. Then, too, the number of possible errors in the diagnostic sentences was limited and in this way cutting down the total number of consonant errors recorded from the reading situation. The vowel errors, on the other hand, were increased during the reading situation. This was undoubtedly due to the fact that a vowel error or inaccuracy is considerably more difficult to detect in running conversation especially if it is not given its full stress. In the reading situation, however, the observer was listening acutely for the vowel sounds and the errors were more accurately recorded.

Two of the pupils were immediately discovered to have speech defects needing special speech aid. One of these, a boy, was hard of hearing and was known to have had some clinical aid in speech. The other, a girl, had a marked foreign accent which readily revealed itself in vowel difficulty and certain consonant substitutions peculiar to German speech. Other pupils' needs revealed themselves either
during the course of the class observations or during the reading of the diagnostic sentences.

The following general conclusions were agreed upon:

1. There were twenty-nine pupils in the class, none being without speech errors or inaccuracies.

2. There was little appreciable difference in the average number of errors made by either sex. The difference between the average number of errors made by 7A's and 7B's was more marked.

3. In the total number of errors the consonant errors were more frequent, although in the diagnostic sentences the vowel and diphthong errors out-weighed the number of consonant errors.

4. The most frequent error and the most frequent consonant error was the too sharp or too harsh s. The inaccurate fricative, which included not only the sharp s but also other s inaccuracies as well as inaccuracies of z, j, and tj, was the most frequent error type.

5. The most frequent vowel error was the substitution of I for ε. The most frequent diphthong error was the substitution of aə for aʊə.

6. The errors made by the greatest numbers of people were the substitutions of ε for æ, w for m, and aə for aʊə. The first error was made by twenty-two persons and each of the other two errors was missed by twenty-one persons.
7. The error most frequently made by one person was the too harsh s.

8. Certain errors occurred only in certain words or certain letter combinations. The substitution of I for A was found only in the word "just"; the substitution of a for al was found but the substitution of a for al was far more frequent. The substitution of a for au was never found unless followed by r.

9. Certain errors were made by one person only. If infrequent they were interpreted as an occasional inaccuracy; if frequent they were regarded as an error needing special work outside of class.

10. Certain errors such as the too harsh fricative, the substitution of w for m, and many of the vowel and diphthong errors, were inconsistently missed and were interpreted as being general inaccuracies needing general classroom drill.

11. However, the too sharp s having occurred more than ten times in the errors made by five different individuals, it would be evident to even the most casual observer that these five persons needed special drill.

12. Thirteen per cent of the total number of errors consisted of letter and syllable omissions. These errors were classed as inaccuracies to be remedied by classroom drill.
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COMPARATIVE ANALYSIS OF SPEAKING TIME * AND NUMBER OF ERRORS

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* Measurements of time in hundredths of minutes unless otherwise indicated.

Average number of speaking seconds for boys--288.25
Average number of errors for boys--20.5
Average number of speaking seconds for girls--342.46
Average number of errors for girls--22.38
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Totals 619 328 291 270 158 112 889
V. CRITERIA

From the needs of the class as above presented and from a study of similar speech programs and drills the following criteria were set up upon which to base the program to be formulated to meet the needs of the class studied:

1. The program should suit the age and experience level of the class.

2. Since the class studied varied in the abilities of its members, perhaps, even more than the average class, provision should be made for the more rapid and the slower student as well as for the average pupil.

3. The program should be of such nature that it can be administered by the classroom teacher without special training.

4. The program should be suited to the general instruction of the class as a whole. While the pupils with defective speech should have special work outside of class with a speech clinician, they should not be permitted to miss the work of the class as a whole.

5. If the program is to be presented for the class as a whole, it should be unified and should be presented as a unit as any other unit of the English class work such as grammar or composition.

6. Since a large percentage of the errors falls into
the category of carelessness and inaccuracy rather than actual speech difficulty, the class should begin by becoming acquainted with an appreciation of the need for distinct and reasonably precise speech in daily living.

7. In order to somewhat clarify the differentiation between vowel and diphthong sounds, it is suggested that a simplified version of the phonetic alphabet be used in place of diacritical markings.

8. In using the phonetic symbols only those which are used in colloquial speech should be presented, and the use of these symbols such as 'a' which are foreign to this locality may easily be omitted.

9. Although all of the symbols ordinarily used should be presented, only those found to have been frequently missed by the class should be emphasized to any extent. However, if certain difficulties arise which have not been anticipated from previous study, provision should be made so that the teacher may extend these drills if necessary.

10. Provision should be made for frequent short quizzes or tests so that the teacher will know how well the class is progressing. These should, if possible, be oral.

11. Certain errors were found to be errors of accentuation and pronunciation.

12. The program should be integrated as nearly as possible with the work done in the pupils' other classes.
13. The program should provide for a final examination both written and oral.

14. Certain specific objectives to be obtained should be set up.

15. The program should be such that it can be readily adapted for other classes of similar age and experience.

VI. METHODS AND MATERIALS

Since the teacher who will be responsible for presenting this program will not necessarily be trained in speech, she must have ready access to a list of references on methods and materials used in corrective speech. Her previous acquaintance with speech should include the following:

1. She should know how to teach the students a method of voice production which will enable them to attain a maximum vocal result with minimum effort.

2. She should know how to plan a corrective program for remedial cases.

3. She should know the major problems of a foreign language class.

4. She should recognize sound substitutions.

3 See Appendix D.

5. She should be able to help normal children to acquire a love for the beauty of English as well as the facility of using the language orally.

6. She should be able to plan additional opportunities for those who are skilled in speech.

7. She should be especially trained in English or Speech.

8. She should know how to use her own voice effectively.

9. She must be trained to recognize speech disorders.

10. She should be trained in the use of English phonetics.

Her methods will not vary greatly from her methods in any other drill unit, although it will require a greater percentage of oral than written work. In presenting the new material to the class, she may have her lessons on mimeographed sheets to be passed out at the beginning of each new phase; however, it is preferred that the lessons be mimeographed and stapled together in a small booklet so that the pupil can proceed according to his individual ability and so that advance lessons may be assigned.

There are no specifically standardized tests since most speech correctionists prefer to make out their own sentences; however, the teacher may make use of the diagnostic words and sentences included in various practice books used in speech
correction. To make these tests reliable the same test may be used at the beginning of the program for diagnostic purposes and again at the end as an oral test. If the teacher prefers to formulate her own diagnostic sentences to be used in a final examination, she should keep the following precautions in mind:

1. No word should be used in the test that is unfamiliar to the pupil.

2. Both the vocabulary and the sentence structure should follow the pattern of conversation rather than literary style.

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5 See Appendix D.

CHAPTER III

THE PROGRAM

I. AIMS AND OBJECTIVES

The objectives to be obtained by the class for whom
the program was planned are briefly:

1. To develop in the student a clear, correct, and
reasonably precise form of oral speech.

2. To develop in the student an appreciation of the
importance of good voice and speech habits.

3. To develop in the student an awareness of good
speech in others and in one's self.

4. To develop in the student an appreciation of the
elements which go to make up good speech and good voice
habits.

5. To enable the student to correct and improve his
own speech.

II. THE PROGRAM

I. Why We Need Good Speech

A. What is Speech?

B. Speech in Everyday Life

1. List ten situations in which you use speech at
home.
2. List ten situations in which you use speech at school.
3. List ten situations in which you use speech outside of home and school.

C. Good Speech

1. What are the requirements of good speech?  
   a. To be heard
      (1) Good voice
   b. To be understood
      (1) Good enunciation
      (2) Correct pronunciation

2. The Importance of Good Speech
   a. As a method of social classification
   b. Good speech in a mechanical age
      (1) Radio and phonograph
      (2) Telephone
   c. Professional use of speech
      (1) How would good speech help you in your professional or vocational life?
         (a) Applying for a job
         (b) Holding a job
         (c) Advancement

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2 Ibid., p. 3.
(2) tell how good speech would benefit the following:

(a) stenographer (h) telephone operator
(b) nurse (i) engineer
(c) librarian (j) waitress
(d) storekeeper (k) secretary
(e) lawyer (l) doctor
(f) taxidriver (m) newspaper reporter
(g) clerk (n) teacher

(3) List ten vocations in which good speech would be essential.

d. Speech as a part of the personality

D. Review

1. write the answers to the following questions in your notebook:

a. What is speech?

b. Give two ways in which you use speech at home.

c. Give two situations at school in which you use speech.

d. Give two situations in which you would use speech outside of home and school.

e. What are the two requirements of good speech?

f. How is speech a means of social classification?

g. Why is good speech essential in using a telephone?
h. Tell how good speech can help a person in getting or holding a job.

i. Name two jobs in which good speech would be essential and tell why.

II. Why We Need to Be Heard

A. What is a good voice?

1. Think of the people you know whose voices you like. List some of the things you like about their voices. List some movie or radio actors whose voices you like and, if possible, tell why.

B. What is a poor voice?

1. Think of the people you know whose voices you do not like. List some of the things you do not like about their voices.

C. Your own voice

1. Select some poem or paragraph from your literature book and be ready to read it aloud to the class.

2. Be ready to rate your classmates' voices according to loudness and pitch and to have them do the same for your voice.

D. The importance of a good voice

1. List five situations in which a good voice would be particularly important.

2. List five vocations in which a good voice would be essential.
E. Review

1. Write the answers to the following questions in your notebook:

   a. What are the things necessary to a good voice?
   b. What are the things which go to make up a poor voice?
   c. Give two instances in which a good voice is particularly important.
   d. Name three vocations to which a good voice is essential and tell why.

III. How We Can Be Understood

A. What qualities are necessary besides a good voice in being understood?

   1. Good enunciation\(^3\)

      a. To enunciate a word distinctly is: To speak the word with full clear utterance.

   2. Correct pronunciation\(^4\)

      a. To pronounce a word correctly is: To give the word the right sound values to the letters, to separate the word into the right syllables.


\(^4\) *Loc. cit.*
B. Distinct speech

1. A distinct speaker:
   a. Speaks plainly.
   b. Does not skip necessary letters.
   c. Does not slur letters.
   d. Does not clip the ends of words.
   e. Speaks with clear cut syllables.
   f. Is able to make himself easily understood.

C. Enunciation

1. Phonetics
   a. What are phonetics?
      (1) Phonetics is the science of speech sounds. Each letter or symbol represents a spoken sound.
   b. Why are phonetics especially important in the study of sounds?
      (1) The English language has a very unphonetic system of spelling. There are twenty-six letters and some fifty different speech sounds. All of the vowels and at least half of the consonants have several sounds apiece. The

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5 Ibid., p. 83.
6 See Appendix A.
letters C and X have no sounds of their own. C is always pronounced either s or k; X becomes eks, egs, or z. Many words which are spelled alike sound differently, and words which are spelled differently sound the same.

(2) Pronounce:

(a) pair--pear  bow--bough
bear--bare    no--know
week--weak   knot--not
ring--wring  reed--read

(b) rough--bough
  dough--through
  does--goes
  show--how

(c) fate--all--rat--sofa--senate
  met--meet--fern
  ice--it
  old--lord--odd
  use--up--full--rude

(d) sun--ice--scene--listen--psalm
    --possible--quartz
    jest--gentle--edge--soldier--spinach
The phonetic symbols

(1) What is a symbol? If you do not know, look this up in your dictionary.

(2) Consonants

(a) What is a consonant? Be ready to name the consonants.

(b) Consonants represented in phonetics as in print.

\( p \) (p, pp)

(a') Pronounce:

pat wrapper lap plain
pearl pepper pep plant
peddle paper rip apple
pick piper pipe print
pine copper mop stoops

(b') Underline and read the words which contain the p sound.

(1'') The puppy jumped into her lap.

(2'') Peter Piper picked a peck of pickled peppers.

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8 The teacher may, of course, supplement these sentences with drills and jingles. References will be found in Appendix D.
Polly and Patty patted their puppies.

Peter's papa asked him to bring him his pipe.

The paper boy pleaded for his pay.

Write in your notebook the following:

Five words beginning with p.
Five words that have p in the middle.
Five words that end with p.
Ten words which have pl, ps, or pr in them.

Pronounce:

bet baby tub blue
boy maybe web branch
buzz November robe bless
bell robin cab bring
bird rubber cube broom

Underline and read the words which contain the sound b.

The boy put the baby in the tub.
There are many brown bugs in October.
Both the boy and his brother robbed the bank.
Blue boats do not go sailing in December.
The book blew off the back porch.

Write in your notebook the following:
(1') Five words which begin with b.
(2') Five words which have b in the middle
(3') Five words ending with b.
(4') Ten words which have bl or br in them.

p and b

(a') Pronounce carefully, making sure that the class
is able to tell the differences:
pen--Ben peg--beg buy--pie mop--mob
cap--cab pending--bending bass--pass
pet--bet pig--big cup--cub tab--tab

(b') Optional:
(1') Make up ten sentences of your own which con-
tain both the p sound and the b sound. Be
ready to read these to the class making sure
that the class hears the difference.

(4') m (m, mm)

(a') Pronounce:
me summer farm elm
made animal autumn film
moon chipmunk cream smile
milk family them criticism
miss number him enthusiasm

(b') Underline and read the words containing the m sound.
(1'') The mouse is the animal which women most
dislike.
(2") The milkman brought cream and milk on Monday.

(3") Mary and Sammy came home to get out of the storm.

(4") Martha and Millie heard someone hammering at the door.

(5") The man smelled the moonflowers under the elm tree.

(c') Write in your notebook the following:

(1") Five words which begin with m.

(2") Five words which have m in the middle.

(3") Five words ending with m.

(4") Ten words containing sm and lm.

(a') Pronounce:

nose    penny    been    snow
nest    money    spoken    snuff
need    under    cousin    sneeze
Nana    window    sudden    snore
nut    dinner    moon    snake

(b') Underline and read the words containing the n sound.

(1") Nancy and Minnie each have a pony.

(2") North of the barn is a nice big butternut tree.
Nan has a new penny to spend at noon.
The Indians never lived in towns.
The frightened animals ran around in the rain.

Write in your notebook the following:

five words beginning with n.
five words having n in the middle.
five words ending with n.
five words containing sn.

Pronounce carefully, making sure that the class can tell the difference:

Nice--mice mine--nine mail--nail
meat--neat moon--noon screen--scream
coming--cunning sun--sum nor--more
sheer--smear mere--near team--teen

night--might
gum--gun
smug--snug
ram--ran

Optional:

Make up ten sentences of your own which contain both the m sound and the n sound. Be ready to read these to the class, making sure that the class can tell the difference.
(7') f (f, ff, ph, gh as in laugh)

(a') Pronounce:
far office laugh fresh
four telephone leaf lift
fast after knife frank
for softly puff gift
fish roughly loaf butterfly

(b') underline and read the words which contain the f sound.

(1') frank and philip own four farms.
(2') five butterflies sat on a leaf.
(3') the farmer had coffee and fresh eggs for breakfast.
(4') the flag floated freely on a puff of smoke.
(5')anny laughed when she heard the funny fable.

(c') write in your notebook the following:
(1') five words beginning with f.
(2') five words with f in the middle.
(3') five words ending with f.
(4') ten words containing ft, fl, and fr.

(8') v (v)

(a') Pronounce:
very heavy have
vote velvet twelve
voice  divide  slave
vegetable  cover  dive
value  invite  love

(b')  underline and read the words containing the v sound.

(1')  Virginia lives in a village.
(2')  Vernon sent eleven valentines.
(3')  It was the very first time she voted.
(4')  He found seven four-leaf clovers beside the river.
(5')  The servant hid the velvet gloves in the cave.

(c')  Write in your notebook the following:

(1')  Five words beginning with the v sound.
(2')  Five words with v in the middle.
(3')  Five words ending with v.

(a')  Pronounce carefully, making sure that the class can tell the difference:
leave—leaf  vast—fast  fine—vine  safe—save
strive—strife  view—few  fairy—very  veal—feel
of—off
fife—five

(b')  Optional:

(1')  Make up ten sentences of your own using
both the f sound and the v sound. Be ready to read these to the class making sure that the class can tell the difference.

(10')

(a') Pronounce carefully, making sure that you do not omit any of the letters which are not silent:

- to into it try twelve touched
- take city left tree baked reached
- time party cut true twenty marched
- ten sister last didn't don't first
- tie best forty Atlanta Massachusetts painted
- next
- mixed
- fixed
- Atlantic
- district

(b') Underline and read the words which contain the t sound. Be ready to read the sentences to the class, making sure that you do not omit any of the letters which are not silent.

(1'') Twenty sailing ships crossed the Atlantic last year.

(2'') Tommy didn't like to study history.

(3'') Ted and Thomas don't care for kites.

(4'') The little boy had toast and tea for breakfast.
(5"") All of the tall towers in the town were painted tan.

(6"") Terry and Patricia were the son and daughter of Mr. Taylor.

(7"") He used to live in Atlanta when he was ten years old.

(8"") The little girl wanted a goat cart very much.

(9"") She kept the salt on the left side of the table.

(10"") Is this the first time you have crossed the Atlantic?

(c") Write in your notebook the following:

(1") Five words beginning with t.

(2") Ten words having t in the middle.

(3") Fifteen words ending with the t sound.

(4") Five sentences of your own containing the t sound, and be prepared to read them to the class, making sure that you omit none of the letters which are not silent.

(5") Optional: Five additional sentences.

(d (d, dd)

(a") Pronounce carefully, making sure that you do not omit any of the letters which are not silent:
Underline the words containing the d sound and be ready to read them to the class, making sure that you do not omit any of the letters which are not silent. Then read the sentences to the class with the same care.

(1'') Danny was a friendly little dog.
(2'') The duck hid its eggs in the dry sand.
(3'') The children cried because nobody cared.
(4'') There were a hundred desks in the room.
(5'') The bed under the window had a red cover on it.
(6'') Why didn't you tell me you couldn't go with me?
(7'') Don't you think you could find the doll in the midst of all this?

(c') Write in your notebook the following:
(1'') Five words beginning with d.
(2'') Ten words having the d sound in the middle.
(3'') Five words ending with d.
(4'') Five sentences of your own containing the
d sound, and be prepared to read them to the class. Make sure that you do not omit any of the letters which are not silent.

(12')

(a') Pronounce carefully, making sure that the class distinguishes the difference:

tie--die dell-tell hid--hit hot--hod
den--ten town--down time--dime do--to
ton--done door--tore cold--colt bet--bed
trunk--drunk tried--dried drill--trill drain--train
	ry--dry
latter--ladder
deaf--debt

(b') Read carefully to the class. Be sure that they can distinguish between the t sound and the d sound. Be sure that you do not omit any of the letters that are not silent.

(1'') What was the first town at which Dave stopped?

(2'') Yesterday was the last day of the State Fair.

(3'') Dolly sobbed like a child when she thought she was lost.

(4'') You can buy ten radishes for a dime and
two ducks for a dollar.

(6") Tommy's sister bathed and dried her dolly.

(7") Did you read the chapter about the Middle Atlantic States?

(8") Do you like baked potatoes with melted butter?

(9") Please try to buy some tomatoes, lettuce, and salad dressing?

(10") Ted was tired and dirty when he got back from town.

(c') Optional:

(l") Make up ten sentences of your own containing the t sound and the d sound. Be ready to read them to the class.

(13") g (g)

(a') Pronounce:

go begin egg glad

- goat wagon dig grew

- garden forgive frog grape

- goose ago rug glare

- game tiger hug globe

(b') Underline the words containing the g sound and read to the class.

(l") The little girl chased the gray goose out
of the garden.

(2') They agreed that the gate was pretty green.

(3') The dog broke his leg.

(4') Grace said, "Good-bye!" to the man waving the flag.

(5') That glass is greasy.

(c') Write in your notebook:

(1') Five words beginning with the g sound.

(2') Five words having the g sound in the middle.

(3') Five words ending with the g sound.

(4') Ten words containing gl and gr.

(14') k (k, c as in cat, ck as in rock, x as in fox, q as in quite, ch as in ache)

(a') Pronounce:

car keep cooky donkey lock ask
cat kill circus bucket sick likes
cold kitty pancake aching think fox
queen queer request equal dark desks
cream clay across pumpkin walk talked

(b') Underline and read the words containing the k sound.

(1') Carl and Kitty went skating on the pond.

(2') Caroline carried six boxes to the kitchen.
Please put those six quarts of milk in the cart.

Will you pick up those quarters in the sink?

The clock ticked and ticked.

Write in your notebook:

Five words beginning with the k sound.

Five words having k in the middle.

Five words ending with k.

Ten words containing kl, kr, ks, sk, and kw sounds.

g and k

Pronounce carefully, making sure that the class can tell the difference.

came--game goat--coat cold--gold gall--call
good--could card--guard lock--log pig--pick
crag--crack duck--dug Jack--jag tack--tag

Optional:

Make up ten sentences of your own using both the g sound and the k sound and be ready to read them to the class.

Pronounce carefully. Listen to see if your s whistles. If it does, practice until you can
read it without a whistle.
say cent pencil listen ice books
seed search per cent person case cakes
said central Massachusetts hundredths helps
steel saw district Wisconsin cents peeps
Santa simple bracelet necklace western recent
months
dance
its
lengths

(b') Underline all words containing the s sound and
read them to the class. Then read the sentences
to the class. Listen to see if your s whistles
or is otherwise inaccurate or unpleasant. If it
is, practice until you think you can read satisfac-
torily.

(1'') Sammy sat on the second seat in the bus.
(2'') There are six boxes on the grass in front
of the house.
(3'') Where was the scene of the story laid?
(4'') If you listen to the singing, can you tell
what song it is?
(5'') Do you know the seventeenth psalm?
(6'') Winter is the season of snow, sleet, and
icicles.
(7) How much is six per cent of seventy-seven?

(8) Lucy and Messie rode their bicycles to the grocery.

(9) Can you spell Massachusetts and Mississippi?

(10) Christmas comes but once a year.

(c') Write in your notebook:

(1) ten words beginning with the s sound.

(2) ten words having s in the middle.

(3) ten words ending with s.

(4) Select ten words from your history or geography book containing the s sound and read them to the class.

(5) Five sentences of your own containing the s sound.

(6) Optional: Five additional sentences.

(17) (z, zz, x as in xylophone, s as in season)

(a') Pronounce:

zoo easy homes mountains
zeal Thursday moves places
zone visit those Missouri
xylophone pansey truths Williams
zebra buzzing rings his

(b') Underline and read the words containing the z sound.
(1) Have you ever seen a zebra at the zoo?
(2) Is has in the present tense?
(3) I know thousands of amusing stories.
(4) Kansas and Missouri are in the central time zone.
(5) Susie cut the roses and pansies with a scissors.

Write in your notebook:

(1) Five words beginning with the z sound.
(2) Five words having the z sound in the middle.
(3) Ten words ending with the z sound.
(4) Five sentences of your own containing the z sound.
(5) Optional: Five additional sentences.

(a) Pronounce carefully, making sure that the class can tell the difference:
sink--zinc zoo--sue seal--zeal hiss--his
buzz--bus ice--eyes lazy--lacy hens--hence
rise--rice
pence--pens

(b) Optional:

(1) Make up ten sentences of your own containing the s sound and the z sound, and be ready to read them to the class.
Pronounce carefully, omitting none of the letters which are not silent:

- lay, dandelion, Julia, all, film
- leaves, violet, William, little, elm
- like, easily, peculiar, doll, self
- loaf, willing, always, turtle, sold
- lamb, eleven, particular, single, health

Underline the words containing the l sound and read to the class:

1. Julia and William told the child a tale.
2. Always be careful.
3. Lucy saw a peculiar light in the middle of the field.
4. The lady heard every single stroke of the bell.
5. There were eleven or twelve bottles of milk on the table.

Write in your notebook:

1. Five words beginning with the l sound.
2. Ten words having the l sound in the middle.
3. Five words ending with the l sound.

R (r, rr)

Pronounce:
ran arrow car bring pray
rabbit carrot your cream drum
rich sorry acre frost gray
root through hair praise trick
robin story share shrill near

(b') Underline and read all of the words containing the r sound.

(1'') Robert and Rover ran through the grass.
(2'') Ruth and Robert shared their breakfast with the stranger.
(3'') The girl's dress was orange and brown.
(4'') Do you like to hear the radio on a rainy afternoon?
(5'') Harry tied a red and green ribbon in her hair.

(c') Write in your notebook:

(1'') Five words beginning with the r sound.
(2'') Five words having the r sound in the middle.
(3'') Five words ending with the r sound.
(4'') Ten words containing the br, kr, dr, gr, fr, tr, and pr sounds.

(21') h (h, wh as in who)

(a') Pronounce:
(a') Pronounce:

we dwarf anyway queen
window sweet away quiet
winter twelve anyone square
one  twin  sandwich  squirrel
witch  dwell  wigwam  quite

(b') Underline and read the words containing the
w sound.

(1'') We always go away for the winter.

(2'') They had sandwiches and well water for
lunch.

(3'') Willie walked westward on the new high-
way.

(4'') The Indian went into the wigwam to get
out of the wind.

(5'') The wee boy can count from one to twenty.

(c') Write in your notebook:

(1'') Five words beginning with the w sound.

(2'') Five words containing the w sound in the
middle.

(3'') Five sentences of your own containing the
w sound, and be ready to read them to the
class.

(23') Review:

(a') Name the sixteen consonants which have the same
symbol in phonetics as in print.

(b') Be able to give from memory five words for each
sound.
(c') Make up two sentences of your own containing each sound.

(d') Print in your notebook the following words substituting the phonetic symbols which stand for the sounds you have just learned. Do not print the silent letters.

Example: stopped stopt psalm sam
queen kween ache ak

(1'') true (6'') dive
(2'') paper (7'') who
(3'') went (8'') Atlantic
(4'') ice (9'') green
(5'') telephone (10'') pansy

(c) Consonants with new symbols

(1') m (wh as in where)

(a') Pronounce carefully:
what whatever somewhat
which whisper anywhere
while whistle meanwhile
wheel whittle awhile
wheat whale pinwheel

(b') Underline and read the words containing the m sound.

(1'') Why do you always whistle when you whisper?
(2') The dog whined when he was left outside the door.

(3') Did you ever read the story about the white whale?

(4') The pinwheel whirled around and around.

(5') The old wheelbarrow needs a new wheel.

(c') Write in your notebook:

(1') Write five words beginning with the w sound.

(2') Write five words having the w sound in the middle.

(3') Write five sentences of your own containing the w sound, and be ready to read them to the class.

(2') w and w

(a') Pronounce carefully, making sure that the class can distinguish the difference:

when--wen witch--which wine--whine
world--whirled wet--whet Wales--whales
whit--wit wear--where whirr--were
whither--wither whether--weather
wield--wheeled way--whey
(b') Read carefully. Be sure that the class is able to distinguish between the w sound and the m sound.

(1'') There are no whales near Wales.

(2'') I do not know whether the weather will be suitable for a picnic.

(3'') You cannot whet a knife when it is wet.

(4'') The world has whirled about on its axis for many years.

(5'') The boys wanted to know the way to make curds and whey.

(6'') When did he get that wen on his neck?

(7'') I cannot tell which is the witch and which is the cat.

(8'') He has not a whit of amusing wit.

(9'') Where are you going to wear that dress?

(10'') The dog whined because it could not have any wine.

(c') Write in your notebook:

(1'') Select ten words from your grammar lesson beginning with the w sound.

(2'') Select ten words from your grammar lesson beginning with the m sound.

(3'') Optional: Make up five sentences of your own containing both the w sound and the m
sound, and read them to the class.

(3') Pronounce:

she washes dish ocean
show nation flash Chicago
shake finishes lash machine
shrink station hush conscience
shirt brushes radish sugar

(b') Underline and read the words containing the sound.

(1'') Shirley read the short story about the shepherd.

(2'') She was ashamed that she waited at the station.

(3'') Sugar not salt is found in the ocean.

(4'') Marcia brushed the carpet conscientiously.

(5'') The sun shines very brightly at the seashore.

(c') Write in your notebook:

(1'') Five words beginning with the /ʃ/ sound.

(2'') Five words having the /ʃ/ sound in the middle.

(3'') Five words ending with the /ʃ/ sound.

(4'') tʃ (ch, tch as in pitch)
(a') Pronounce:

chair       reaches       such
cherry      touches       march
church      kitchen       pitch
children   teacher       speech
child       riches        touch

(b') Underline and read the words beginning with the tj sound.

(1') There was a pitcher of cream on the kitchen table.

(2') Richard and Charlie do not like to march.

(3') I'd like a chicken sandwich and a cherry phosphate.

(4') The teacher teaches the children how to make speeches.

(5') Choose which house you would rather search.

(c') Write in your notebook:

(1') Five words beginning with the tj sound.

(2') Five words with the tj sound in the middle.

(3') Five words ending with the tj sound.

(5') j and tj

(a') Pronounce carefully, making sure that the class can distinguish the difference:

marsh--march  hatch--hash  sherry--cherry
chair--share   shock--chalk  shoes--choose
catch--cash    chin--shin   match--mash
cheap--sheep  shop--chop  sheet--cheat

(b') Read carefully and make sure that the class can distinguish the difference between the $j$ sound and the tj sound.

(1'') Charlie and Shirley chose the shells very carefully.

(2'') She took the pitcher and the dishes into the kitchen.

(3'') He finished the seventh chapter before she did.

(4'') The two children shared a chair.

(5'') She shouted to Charlie that he must not march across the marsh.

(c') Optional:

(1'') Make up five sentences of your own using both the $j$ sound and the tj sound and be ready to read them to the class.

(a') Pronounce:

usual  division
azure  persuasion
treasure  rouge
occasion  garage
invasion  usually
(b') Underline and read all the words which contain the 3 sound.

(1') Did you measure the garage doors?

(2') It is a pleasure to have so much leisure time.

(3') Read about the invasion of Britain for your lesson today.

(4') Do you know what color azure is?

(5') Did you hear the explosion.

(c') Write in your notebook:

(1') Ten words containing the 3 sound. If you do not know what they mean, look them up in the dictionary.

(7') d3 (j, g as in engine, dg as in bridge, di as in soldier)

(a') Pronounce:

John       engine       judge

giant      injure       college

just       larger       change

jacket     larger       page

gentle      enjoy       large

(b') Underline and read the words containing the d3 sound.

(1') Jim's jacket is larger than John's.

(2') Jane and Johnny jumped for joy.
There were a troop of soldiers on the edge of the village.
The giant objected to crossing the bridge.
Jack broke his jaw when he fell out of the engine.

Write in your notebook:

Five words beginning with the /æ/ sound.
Five words having the /æ/ sound in the middle.
Five words ending with the /æ/ sound.

Pronounce:

thank  nothing  bath
Thursday  Arthur  eleventh
thief  healthy  breath
three  author  strength
thrust  birthday  worth

Underline and read words with the /ɔ/ sound.

Thelma thinks she should have a birthday party.
Ruth and Beth were thirsty.
Kathleen and Arthur are afraid of thunder.
That is the seventh or eighth time I have lost my thimble.
She had a sore throat and a tooth ache.
Write in your notebook:

1' Five words beginning with the θ sound.
2' Ten words containing the θ sound in the middle.
3' Ten words ending with the θ sound.

(a') Pronounce:
then other smooth
though father blithe
this although breathe
that leather with
thine within loathe

(b') Underline and read the words containing the θ sound.
1' There are two brothers with their father.
2' This is the kind of weather they like.
3' They wore leather boots on their feet.
4' With my father, mother, and brother I went to the fair.
5' I will go although I would rather not.

(c') Write in your notebook:
1' Five words beginning with the θ sound.
2' Ten words containing the θ sound in the middle.
3' Five words ending with the θ sound.
(4'') Five sentences of your own containing
  the œ sound and be ready to read them to
  the class.
(5'') Optional: Five additional sentences.

(10')

(a') Pronounce carefully so that the class can dis-
  tinguish the difference:
  thigh--thy breath--breathe cloth--clothe
  bathe--bath wreath--wreath path--paths
  mouth--mouths moth--moths
(b') Read carefully and make sure that the class can
tell the difference between the œ sound and the
œ sound.
(1'') I think he cut too thick a piece of cake.
(2'') Will you go to this birthday party with
  Ruth and Beth?
(3'') This is the third person who has bought
  leather boots.
(4'') I bought a yard of cloth to clothe my doll.
(5'') Think it over and then tell me your answer.

(c') Optional:
(1''') Make up five sentences of your own using
  the œ sound and the œ sound and be ready
to read them to the class.
(11') η (ng as in coming, n as in ink)

(a') Pronounce:

sing    ink    coming    going
long    bank    springing    dancing
king    monkey    ringing    swinging
among    think    clanging    running
hung    pink    length    strengthen

(b') Underline and read the words containing the η sound.

(1'') The morning begins with the rising sun.

(2'') The bird went winging and singing on its way.

(3'') Do you bring your dancing slippers?

(4'') Do you like to go hunting and fishing?

(5'') Did you do your spelling lesson?

(c')

NG (ng as in anger)

(1'') Pronounce:

finger    longer    stronger
singular    strongest    anger
angry    English    England

(2'') Read:

(a'') Does it make you angry when you hurt your finger?

(b'') English people live in England.

(c'') The youngest brother is the strongest.
(3") Pronounce:

young--younger long--longer singular--singer

(4") Write in your notebook:

(1") Give words with the نغ sound in the middle.

(2") Ten words ending with the نغ sound.

(3") Five words containing the ң& sound.

(4") Five sentences of your own containing both the ғ and the ң& sounds. Be ready to read them to the class.

(5") Optional: Five additional sentences.

(a") Pronounce carefully. Make sure that the class can distinguish the difference.

sin--sing ding--din thin--thing rang--ran
win--wing kin--king think--thin bank--ban
pink--pin ink--in come in--coming

gothing--go in walking--walk in dancing--dance in running

(b") Read carefully, making sure that the class can distinguish the difference:

(1") Something makes some people thin.

(2") She asked the running child to run in.

(3") Sue was singing and swinging in the swing.

(4") He was stringing the apples on a string.
(5"") It is a sin to have a dirty sink.

(c"") Optional:

(1"") Make up five sentences of your own containing the n sound and the ñ sound and be ready to read them to the class.

(13"") j (y, i as in onion)

(a"") Pronounce:

your barnyard
yacht William
yes junior
yawn companion
yellow opinion

(b"") Underline and read the words containing the j sound.

(1"") You and your younger sister are great companions.

(2"") Add the egg yolks to the onion sauce.

(3"") They live in the house across the yawning canyon.

(4"") Julia was the name of the youngest sister.

(5"") I want to buy two yards of yellow satin.

(c"") Write in your notebook:

(1"") Five words beginning with the j sound.

(2"") Five having the j sound in the middle.
Review:

(a') Write the nine new consonant symbols you have just learned and give the sounds for which they sound.

(b') Be able to give from memory five words for each sound.

(c') Make up two sentences of your own containing each sound.

(d') Print in your notebook the following words substituting for the letters the phonetic symbols which stand for the sounds you have just learned. Do not print the silent letters.

Example: junior d3junior
         vision vi3ion

(1'') where (11'') giant
(2'') Wales (12'') think
(3'') nation (13'') wheel
(4'') singing (14'') yearn
(5'') bredth (15'') sherry
(6'') with (16'') singular
(7'') English (17'') persuasion
(8'') peach (18'') barnyard
(9'') walk in (19'') machine
(10'') leather (20'') garage
(d) Silent Consonants

(1') Silent letters are never represented in phonetics.

(2') Pronounce:

knot  palm  gnome  Wednesday
yacht  lamb  bough  honest
hymn  Matthew  wrong  sign

(3') Pick out the silent letters in the above words and be able to name them for the class. Can you think of any more silent consonants?

(4') Pick out ten words of your own containing silent consonants.

(e) Review: Print the following words substituting for the printed consonants the phonetic symbols for the sounds you have just learned.

(1') wrapper  (11') film  (21') England
(2') November  (12') horse  (22') February
(3') chipmunk  (13') quiet  (23') enthusiasm
(4') moon  (14') Chicago  (24') sneeze
(5') telephone  (15') vegetable  (25') soldier
(6') valentine  (16') healthy  (26') Atlantic
(7') tongue  (17') dancing  (27') garage
(8') glare  (18') opinion  (28') whatever
(9') circus  (19') chin  (29') pencil
(10') chaperon  (20') gentle  (30') William
(a) What is a vowel? What are the vowels in the English language?

(b) The phonetic vowel sounds

(i) *i* (e as in he, ee as in feet, ea as in peach, ey as in key, ie as in field, ei as in receive, i as in machine, eo as in people, ae as in Caesar)

(a') Pronounce:

he key seat field sleep
machine beat sheep reach people
tree receive Caesar believe she
see wheat tea meet me

(b') Underline and read the words containing the *i* sound.

(1'') He read about Julius Caesar.

(2'') She walked up and down on the beach.

(3'') Can he fix the sewing machine so that it will sew a fine seam?
(4") Did you receive the green sea picture I sent?

(5") Have you got the key or are you deceiving me?

(c") Write the following in your notebook:

(1") Twenty words containing the i sound.

(2") Print the following words substituting the symbol for the printed letters representing the sound you have just learned.

Example: seed sid

wheat .mit

(a") eat (f") peach
(b") field (g") sheep
(c") bead (h") meat
(d") meet (i") tea
(e") key (j") reach

(2") I (i as in hill, u as in busy, y as in hymn, y as in happy, e as in pretty, ui as in build)

(a") Pronounce:

his  hymn  busy  happy  preposition
is  fish  will  dish  adjective
big  pretty  sit  coming  wishing
ill bid ring build position
wish give city kitty tuition

(b') Underline and read the words containing the I sound.
(1'') Billy liked to fish for large fish.
(2'') Olease put the milk in the dish.
(3'') Do you have trouble with prepositions and adjectives.
(4'') Don't hold your fishing rod in that position.
(5'') Milly is a pretty little girl.

(c') Write in your notebook:
(1'') Twenty words containing the I sound.
(2'') Print the following words substituting the symbol for the letters representing the sound you have just learned:
(a'') fish (f'') mill
(b'') think (g'') hymn
(c'') build (h'') kitty
(d'') busy (i'') city
(e'') wishing (j'') wing

(a') Pronounce carefully, making sure that the class distinguishes the difference between i and I.
seat--sit bead--bid fill--feel hill--heel
slip--sleep fit--feet sheep--ship hip--heap
reap--rip  itch--each  leaves--lives
chick--cheek  heat--hit  mit--meet

(b') Read carefully, making sure that the class is able to distinguish the difference:

(1'') She hit the pile so that it fell in a heap.
(2'') Be sure to get shoes that fit your feet.
(3'') The mouse lives in a pile of leaves.
(4'') Please put the fish in a heap on the dish.
(5'') I feel that I have filled the requirements.

(c') Write the following in your notebook:

(1'') The words below in phonetics:

(a'') we   (f'') weep
(b'') will  (g'') give
(c'') did   (h'') wheat
(d'') seedy  (i'') bit
(e'') sea   (j'') stitch

(2'') Optional:

(a'') Make up five sentences of your own containing both the i sound and the I sound. Be ready to read them to the class.

(4'')  e  (e as in end, a as in any, ai as in said, ey as in says, ea as in bread, ie as in friend)

(a'') Pronounce:
Write in your notebook:

(1) Twenty-five words containing the e sound.

(2) The following words in phonetics:

(a) get, (f) pet
(b) egg, (g) many
(c) said, (h) cent
(d) check, (i) friend
(e) tenth, (j) ending

(1') Ten friends are better than twenty enemies.

(2') I begged her to let me have an egg.

(3') When you get home ask your mother to mend it.

(4') The men expect to get a ten per cent raise.

(5') I sent her a letter written with my new pen.

(c') Write in your notebook:

(1') Twenty-five words containing the e sound.

(2') The following words in phonetics:

(a') get, (f') pet
(b') egg, (g') many
(c') said, (h') cent
(d') check, (i') friend
(e') tenth, (j') ending

(5') I and e
(a') Pronounce carefully, making sure that the class is able to distinguish the difference:

- pit--pet
- ten--tin
- tint--tent
- Minnie--many
- lit--let
- met--mit
- bid--bed
- fill--fell
- till--tell
- pen--pin
- him--hem
- set--sit
- dead--did
- big--beg
- head--hid
- red--rid
- bin--ben
- wen--win
- bet--bit
- peg--pig

(b') Read carefully, making sure that the class can tell the difference:

1'' Many men like to sit and think.
2'' Betty's pet fell in the pit.
3'' Ben will get to sit on the settee if he is good.
4'' The pig got hurt on the peg when it tried to jump out of the pen.
5'' Red is a hard color to get rid of by washing.
6'' Minnie thought that many men would be glad to get a job.
7'' Billy and Betty begged to go egg hunting in the barn.
8'' They had wholewheat bread, meat cakes, and milk for supper.
9'' There were ten tents on top of the hill.
10'' Six per cent of the men will go to the city.
(c') write in your notebook:

(1'') The following words in phonetics:

(a'') bed (f'') bid (k'') thing
(b'') rid (g'') red (l'') spring
(c'') pretty (h'') betty (m'') think
(d'') minnie (i'') many (n'') end
(e'') till (j'') let (o'') tell

(2'') Five sentences containing both the ı sound and the a sound.

(3'') Optional: five additional sentences.

(a') Pronounce:

cat catch an add stamp last
rat match than bad tramp path
man rang dad have stand example
lamp sand tack nap lad plant
mat an and apple add grass

(b') Underline and read the words containing the a sound.

(1'') Can you catch the cat before it runs away?
(2'') The tramp was standing on the mat.
(3'') Please do not track sand on the kitchen floor.
(4'') This is the last time I will ask the man to come.

9 The symbol a (a as in ask) which is considered foreign to this locality is included under the a sound.
(5') The rat ran past the cat so fast that the cat could not catch him.

(c') Write in your notebook:

(1') Twenty words containing the $\varepsilon$ sound.

(2') The following words in phonetics:

(a'') match (f'') lamp
(b'') apple (g'') catch
(c'') last (h'') laugh
(d'') an (i'') have
(e'') can't (j'') that

(6') $\varepsilon$ and $\varnothing$

(a') Pronounce carefully:

set--sat man--men head--had gas--guess land--lend
and--end dance--dense pest--past pen mat--met
pet--pat tan--ten sad--said fed--fad bad--bed

(b') Head carefully, making sure that the class can distinguish the difference.

(1'') The man tried to catch the hen and the cat which ran under the tent.

(2'') The man was asked to lend the money for the purchase of land.

(3'') She set the eggs on the table and sat down.

(4'') He sent the letter to his dad, but he forgot to put a stamp on it.
(5") Ben sang his best as an example to the rest of them.

(c') Write in your notebook:

(1") The following words in phonetics:

(a") fetch     (f") catch
(b") pan       (g") wren
(c") hand      (h") end
(d") any       (i") chance
(e") fell      (j") dance

(2") Optional:

(a") Make up ten sentences of your own containing both the e sound and the a sound. Be ready to read them to the class.

(8") (o as in corn, a as in all, au as in caught, ou as in bought, oa as in broad, aw as in saw)

(a') Pronounce:

all      ball      saw      taught      walk
tall     law       hall      ought      brought
broad    paw       talk      dawn       cause
fawn     chalk     shawl     pause      raw
wrought  squall    fall      thaw       daughter

(b') Underline and read the words containing the o sound.

(1") The tall man paused in the thawing icy air.
It is against the law to be caught walking after dark.

Fall is another name for autumn.

The cat's paw was caught in the hall door.

His daughter brought the ball and bat.

Write in your notebook:

Twenty words containing the o sound.

The following words in phonetics:

all caught
bought broad
walk taught
pause chalk
awning ought

Pronounce:

got rock ox bottle
cloth tot cod holiday
doll clock fond dollar
swan odd wan on
don dog collar hollow

Underline and read the words containing the o sound.

I don't know how the doll got under the tablecloth.

Can you hear the tick tock tick tock of the clock?
(3') I was so fond of the little fox that the dogs caught.

(4') The bird hopped on the top of the rock.

(5') The little tot would not stop hopping around the room.

(c') Write in your notebook:

(1') Twenty words containing the o sound.

(2') The following words in phonetics:

(a'') not (f') clock

(b'') cloth (g') sock

(c'') frog (h') knob

(d'') honk (i') hopping

(e'') wasp (j') bob

(10') o and a

(a) Pronounce:

naught--not tot--taught don--dawn fond--fawned
hock--hawk caught--cot odd--awed yawn--yon

(b') Write in your notebook:

(1') The following words in phonetics:

(a'') was (f') call

(b'') walk (g') box

(c'') bottle (h') taught

(d'') hall (i') balks

(e'') odd (j') pause
(2') five sentences of your own containing
the o sound and the u sound.

(11') a (a as in car, ea as in heart, o as in
gloss)

(a') Pronounce:
car arm star heart
farm part start garden
calm carn large yard
father psalm marble avacado
gloss balm qualm march

(b') Underline and read the words containing the a
sound.

(1'') On Palm Sunday we sang several psalms.

(2'') My father had a large barn.

(3'') She grew avacados in a large garden.

(4'') The farmer hurt his arm when he fell out
of the cart.

(5'') The lark lighted on the wall between the
park and the garden.

(c') Write in your notebook:

(1'') Twenty words containing the a sound.

(2'') The following words in phonetics:

(a'') card (f'') park
(b'') farm (g'') smart
(c'') march (h'') heart
(d'') calm  (i'') large
(e'') tar  (j'') lark

u (u as in rude, oo as in noon, o as in do, ue as in blue, uit as in fruit, ew as in drew, ou as in you, oe as in shoe)

(a') Pronounce:
ruin  moon  do  two  grew
food  whom  roof  fruit  tomb
you  soup  broom  whose  yew
cool  shoe  screw  truth  tooth
lose  drew  rude  truth  blue

(b') Underline and read the words containing the u sound.
(1'') The moon looked silver on the roof.
(2'') If it is not you who likes soup who is it?
(3'') The handle of the broom is blue.
(4'') Ruth was waiting in the shade of the cool yew tree.
(5'') Did you lose your loose belt?

(c') Write in your notebook:
(1'') Twenty words containing the u sound,
(2'') The following words in phonetics:
   (a''') moon  (f''') true
   (b''') whom  (g''') roof
   (c''') blue  (h''') fruit
underline and read the words containing the u sound.
(1') little red riding hood met the big bad wolf.
(2') a little more sugar would improve the pudding.
(3') did you hurt your foot when you pushed it?
(4') please give me two bushels of potatoes.
(5') the bad boy shook her and took her book away.

(c') write in your notebook:
(1') twenty words containing the u sound.
(2') the following words in phonetics:
(a') bush
(b') cook
(c') could
(d') food
(e') grew
(f') wolf
(g') good
(h') stood.

pronounce:
book
push
good
foot
shook
pudding
would
wool
could
bushel
hood
full
took
put
bushe
sugar
dish
bushes

(13') u (u as in pull, oo as in book, o as in wolf, ou as in would)
(a') Pronounce carefully so that the class can distinguish between the u sound and the U sound:
foot--food pool--pull full--fool stewed--stood
would--wooed cooed--could luke--look hood--hoof

(b') Read carefully, making sure that the class can hear the difference:

(1') The little bird stood on the ridgepole of the roof.
(2') I asked whether the roof should be painted red or blue.
(3') She was so happy that she could have cooed with delight.
(4') The blue book was full of papers.
(5') He filled the bushel basket full of fruit.

(c') Write in your notebook:

(1') Ten words containing the u sound and ten containing the U sound. If you are not sure of the pronunciation of the words look them up in the dictionary.
(a'') roof (f'') bushes
(b'') hoof (g'') pool
(c'') push (h'') whom
(d'') pudding (i'') yew
(e'') could (j'') brood

(3'') Optional: Five sentences of your own containing both the u and U sounds. Be ready to read them to the class.

(15'') A (u as in up, o as in son, oe as in does, oo as in blood, ou as in touch)

(a') Pronounce:
cup just sunny done does
blood touch son rush dumb
young coming above rough funds

cuff fun subject study company
annul thrust rust crush sunk

(b') Underline and read the words containing the A sound.

(1'') I cut my finger when I dropped the cup on the rug.
(2'') The funny little man does not like to sit in the sun.
(3'') A puff of dust flew out of the rug.
(4'') The duck dug the bug out of his feathers.
(5'') The bunny just jumped and jumped.

(c') Write in your notebook:
(1'') Twenty words containing the A sound.
(2'') The following words in phonetics:
(a') Pronounce:
around sofa afraid data believe
elephant across distant banana company
different actress enemy accident alphabet
connect seven about alone idea
ago again asleep away alone

(b') ø, æ, and ø (the, an, a)

(1') The symbol ø stands for the unstressed syllable. Before a consonant the becomes øi and before a vowel the becomes øæ. Before a consonant ø is either ø or ø depending upon how rapidly the person is speaking, and before a vowel it becomes either øn or øœ. In ordinary conversation use ø and øœ. You may also write and either ønd or ønd, usually ønd.

(2') Read:
the actress the man a man an eel
an enemy a tax an angle the candy
the elephant

c Underline and read the words containing the e sound.

1 The man found the banana under the sofa.
2 The child ran around and around the block.
3 She forgot to tell him to put cement on the steps.
4 He was afraid to stay alone in the house.
5 I believe that they look alike.

d Write in your notebook:

1 Twenty words containing the e sound.
2 The following words in phonetics

   a again f the man
   b above g president
   c connect h the banana
   d the egg i the enemy
   e alphabet j accident

3 ur as in burn, ir as in bird, er as in her,
   ear as in learn, our as in journal, or as in word

a Pronounce:

   turn learn journal word
   hurt fern search worse
   fur whirl her turkey
Underline and read the words containing the 3 sound.

1 The bird chirped as he looked for a worm in the dirt.

2 Was this the first or the third time you heard it?

3 The cat purred and purred as I stroked her fur.

4 The prince searched for the turtle and the turkey.

5 Is it worthwhile to buy thirty Evening Journals?

Write in your notebook:

1 Twenty words containing the 3 sound.

2 The following words in phonetics:
   (a') her (f') sir
   (b') worth (g') bird
   (c') fir (h') search
   (d') curve (i') sermon
   (e') whirl (j') journal

3 (er as in supper, ar as in collar, or as in author)

Pronounce:
never   river     mother

dollar  author    Easter
desert  master    calendar
after   dinner    summer
perplex老师 teacher    collar

(1) I had to pay two dollars for that shirt and collar.
(2) Easter is a date on the calendar.
(3) I was much perplexed as how to cross the river.
(4) My father, mother, and brother stayed for supper.
(5) Next summer we will go to the desert.

(c') Write in your notebook:
(1') Twenty words containing the a sound.
(2') The following words in phonetics:
(a') never     (f') father
(b') butter    (g') ever
(c') dollar    (h') sister
(d') perplex   (i') perverse
(e') worker    (j') herder

(19') Review:
(a') Name the thirteen vowel sounds you have just
learned and be able to write their symbols.

(b') be able to give at least five words for each new sound.

(c') be able to give at least two sentences for each new sound.

(d') What do the ø sound and the ə sound have in common? How are they different from the other vowel sounds you have learned?

(e') Write in phonetics the following words:

(1') sherry  (17') collar
(2') yesterday  (18') the egg
(3') daughter  (19') roof
(4') room  (20') carry
(5') father  (21') preposition
(6') company  (22') sentence
(7') awning  (23') the banana
(8') coming  (24') an elephant
(9') above  (25') food
(10') fawned  (26') catch
(11') example  (27') fruit
(12') laugh  (28') turkey
(13') cloth  (29') scene
(14') bush  (30') carry
(15') teacher  (31') brought
(16') odd  (32') machine
Silent vowels like silent consonants are never represented in phonetics.

Pronounce:

<table>
<thead>
<tr>
<th>(33'') smart</th>
<th>(34'') sunk</th>
<th>(35'') church</th>
<th>(36'') get</th>
</tr>
</thead>
</table>

(f') Read the following words, pronouncing them exactly as they are spelled in phonetics:

(1'') glas  (11'') lɔ=tʃ
(2'') skru  (12'') jɔn
g{l}wikt  (13'') fæðə
(4'') jild  (14'') bɾæðə
(5'') ɔrəs  (15'') rʊt
(6'') hæŋ  (16'') bʊʃlæskeɪt
(7'') tjɪz  (17'') nɛvə
(8'') bɾɛkfast  (18'') kærɪ
(9'') e dək  (19'') bɪzi
(10'') eŋ əɡ  (20'') kʊlə

(c) The silent vowels

(1'') Silent vowels like silent consonants are never represented in phonetics.

(2'') Pronounce:

hate cattle added rogue catalogue
core little mixed tongue stepped

(3'') Certain vowel combinations are pronounced as one vowel. In phonetics only the sound that is spoken is represented.
(4') Pronounce:
reach   people   believe   receive   Caesar
build   key      bread      said       says
friend  caught   broad      bought     heart
noon    blue      fruit      draught    you
book    would     does       blood      touch

(5') Write in your notebook:
(a') Five words containing silent vowels.
(b') Ten words containing vowel combinations which are pronounced as one sound.

(6') Review:
(a') Write in phonetics:
(1') rude            (6') friend
(2') Caesar          (7') catalogue
(3') feel            (8') touch
(4') search          (9') little
(5') key             (10') stopped

(b') Read the following words just as they are spelled in phonetics:
(1') sit             (6') mist
(2') bred            (7') rift
(3') tiŋ              (8') draft
(4') rədəɾ           (9') ræpt
(5') dʒʌdʒ           (10') hæləɾ
(d) Review:

(1') Write the following words in phonetics:

(a') we (k') bird
(b') food (l') tongue
(c') on (m') one
(d') girl (n') sled
(e') had (o') eke
(f') stopped (p') whom
(g') could (q') sitting
(h') machine (r') thought
(i') cart (s') dawn
(j') leg (t') said

(2') Read the following words just as they are spelled in phonetics:

(a') ol (f') tʃərɪʃ
(b') vɪʒən (g') mədʒ
(c') tʃɪn (h') ruɪn
(d') fud (i') mæn
(e') zibre (j') pudɪŋ

(3') Optional:

(a') Write in phonetics. Do not use capital letters.

(1'') This is Monday.

(2'') That is his friend Ned.

(3'') She is Tommy's mother.
(4'') The children marched to church.
(5'') I colored the roof blue.
(b') Read the following sentences just as they are spelled in phonetics:
(1'') ðe gəl wəz kəld stələ.
(2'') hi wɪl ˈkætʃ ðə bol.
(3'') jɪ hænd ò red hæt

(4) Diphthongs
(a) What is a diphthong? Look it up in the dictionary if you do not know.
(b) The diphthong sounds
(1') ər (ə as in make, əy as in say, ey as in prey, ai as in rain, ea as in break, ei as in rein)
(a') Pronounce:
make they say train break
hate stay prey reins rain
crate play paint vein freight
mace clay trade mail waist
wave rage great eight skein
(b') Underline and read the words containing the ər sound.
(1'') Haste makes waste.
(2'') ˈfeɪ bækəd ə ˈleər kɛk.
(3'') The train ran off the rails.
(4'') May Jane come out and play with James and me?

(5'') They painted eight bird cages.

(c') Write in your notebook:

(1'') Twenty words containing the eI sound.

(2'') Write the following words in phonetics:

(a'') sailor  (f'') slay

(b'') hey  (g'') bathes

(c'') straight  (h'') waive

(d'') break  (i'') eight

(e'') paint  (j'') jade

(2') (o as in old, ow as in blow, ew as in sew, oa as in boat, ou as in though)

(a') Pronounce:

hold  nose  throw  throat

though  smoke  blow  show

Joe  no  oak  so

boat  most  rope  although

total  scold  coax  shoulder

(b') Underline and read the words containing the ou sound.

(1'') Joe threw so many snow balls that he was scolded.
(2") She got a sore throat because she stayed out in the cold.

(3") I will row the boat and you hold on tight.

(4") Do you see that rope under the old oak tree?

(5") His nose was like a rose and his breath smoked in the cold air.

(c") Write in your notebook:

(1") Twenty words containing the ou sound.

(2") The following words in phonetics:

(a") although (f") blow
(b") sew (g") throat
(c") oh (h") shoulder
(d") dough (i") row
(e") total (j") throw

(3") aI (i as in mice, igh as in light, y as in why, ai as in aisle, ie as in pie, ey as in eye)

(a") Pronounce:

fire mice right aisle eye
tire kite tight why cry
hire nine might height dye
five white sight tie while
find night sigh by lye

(b") Underline and read the words containing the aI sound.
(1') He hired the two men to fix those tires.
(2') I will build the fire again.
(3') I will hide on the other side of the island.
(4') The boy had five white mice.
(5') Be quiet while I light the light.
(6') My piece of pie is on the side table.
(7') The little girl cried to be allowed to ride the pony.
(8') If I had some wire I would fix this fire screen.
(9') He walked so far in the tight shoes that he was tired.
(10') Tie the puppy with this nice white string.

(c') Write in your notebook:
(1') Twenty-five words containing the aI sound.
(2') The following words in phonetics:
(a'') kite (f'') sigh (k'') my
(b'') nine (g'') height (l'') eye
(c'') aisle (h'') might (m'') pie
(d'') while (i'') hire (n'') wire
(e'') fire (j'') rice (o'') find

(a') Pronounce carefully, making sure that the class is able to distinguish between the a sound and the aI sound.
(b') Read carefully, making sure that the class can distinguish the difference between the a sound and the ai sound.

(1'') It was hard to get one's self hired for the job.

(2'') Please buy some tar tape for the tire.

(3'') It is not far to my fire.

(4'') Aren't you going to iron today?

(5'') Ah, I am so tired I could cry.

(c') Write in your notebook:

(1'') The first two of the above sentences in phonetics.

(2'') Optional: The remaining sentences in phonetics.

(5') aU (ou as in house, ow as in brown)

(a') Pronounce:

<table>
<thead>
<tr>
<th>our</th>
<th>flower</th>
<th>loud</th>
<th>down</th>
</tr>
</thead>
<tbody>
<tr>
<td>shout</td>
<td>bower</td>
<td>house</td>
<td>crown</td>
</tr>
<tr>
<td>mouse</td>
<td>bow</td>
<td>cloudy</td>
<td>town</td>
</tr>
<tr>
<td>flour</td>
<td>owl</td>
<td>ground</td>
<td>crowd</td>
</tr>
<tr>
<td>out</td>
<td>now</td>
<td>found</td>
<td>drown</td>
</tr>
</tbody>
</table>

(b') Underline and read the words containing the aU sound.
When we came home we found our house safe and sound.

It was a regular bower of spring flowers.

April showers bring May flowers.

The dog howled and the owl hooted.

Have you found out yet what a noun is?

Can you come over to our house for an hour?

His shout sounded very loud.

The clown wore a brown coat.

The mouse ran around in a circle.

He waited for hours and hours at our house.

Write in your notebook:

(1) twenty words containing the au sound.

(2) The following words in phonetics:

(a) town (f) found
(b) south (g) flower
(c) house (h) sound
(d) sound (i) our
(e) shout (j) bowwow

(a) Pronounce carefully, making sure that the class can distinguish between the α sound and the au sound:

are--our tower--tar bar--bower cower--car

flower--far bah--bow how--har Saar--sour
Read carefully, making sure that the class can tell the difference:

1) Are these flowers in our bowl?

2) You can't build a tower with tar.

3) They are making sour pickles in the Saar Valley.

4) He said, "Bah, the dog does not know how to say bowwow!"

5) She cowered in the back seat of the car.

Write in your notebook:

1) The first three of the above sentences in phonetics:

2) Optional: The remaining sentences in phonetics.

or (oi as in boil, oy as in joy)

(a') Pronounce:

boy soil voice employ
join appoint annoy choice
oil noise toil coin
joist Joyce toys destroy
royal loyal soy point

(b') Underline and read the words containing the or sound.

(c') Underline and read the words containing the or sound.
(1') Try not to soil your clothes with oil.
(2') The boy's name was Hoy.
(3') Employ poison to destroy harmful bugs.
(4') Join the brigade like the loyal soldier you are.
(5') Did you point out to him that spoiled boys are often noisy?

(d') Write in your notebook:

(1') Twenty words containing the oi sound.
(2') The following words in phonetics:

(a') noise (f') boiled
(b') poison (g') appointed
(c') toy (h') annoy
(d') joy (i') enjoy
(e') employ (j') soil

(8') œ (or as in for, oor as in floor, our as in court, oar as in hoarse, ar as in toward)

(a') Pronounce:

for floor court hoarse toward
more door four coarse shore
born nor north or horse
ear orchid dwarf corn board
tore stork sword reward bored

(b') Underline and read the words containing the œ sound.
(1") The corn was stored in the barn.
(2") The horse stood in the north orchard.
(3") It was enough for me to have orchids or gardenias to wear.
(4") He pulled on the oars to bring the boat closer to shore.
(5") He offered four thousand dollars as a reward for the missing jewel.

(c") Write in your notebook:
(1") Twenty words containing the ɔ sound.
(2") The following words in phonetics:
   (a") oar (f") floor
   (b") horn (g") hoarse
   (c") reward (h") court
   (d") stork (i") four
   (e") corn (j") door

(g") ɔʊ, ɔI, and ɔ

(a") Pronounce carefully:
soul--soil--sorrel  told--toiled  boiled--bold
corals--coils  coin--corn  roll--royal
old--oiled

(b") Read carefully, making sure to distinguish the ɔU sound from the ɔI sound and the ɔI sound from the ɔ sound.
(1") The soul of the sorrel horse could not be soiled.

(2") The bold bad boy boiled the rubber hose.

(3") The coral necklace was found under the second coil.

(4") The royal roll rolled on the table.

(5") Did you find the old oil can?

(10") /oor as in poor, our as in your, ur as in lure, ewer as in sewer/

(a") Pronounce:

poor your tour moor
lure cure sewer sure
boor insured brewer wooer

(b") Underline and read the words containing the /oor sound.

(1") If you are sure you can go, we'll go on a tour.

(2") The poor man stood on the edge of the sewer.

(3") Are you sure that you know what a boor is?

(4") Is your father rich or poor?

(5") The wooer assured his lady that he loved her.

(c") Write in your notebook:

(1") Ten words containing the /oor sound.

(2") The following words in phonetics:
(a') Pronounce carefully, making sure that the class can distinguish between the œ sound and the œ sound.
poor--pour  sure--shore  bore--boor  lure--lore
yore--your  more--moor  tour--tore  sewer--sore

(b') Read carefully so that the class can distinguish the difference:

(1') Pour some water on the poor man's hands.
(2') Are you sure that that is the shore over there?
(3') A boor is sometimes a bore.
(4') What are your memories of yore?
(5') He tore up the map before they started on the tour.

(c') Optional:

(1') Write in phonetics:
pour  moor  tour  sure  your

(2') Read the following words:
Did you fear to hear weird noises in the night?

The loud noises pierced her ear.

The crowd on the pier cheered the departing guest.

Write in your notebook:

(a') Pronounce:
cheer here pier fear hear
beer sheer ear mere tear
weird dear fierce jeer clear
career spear smear seer pierce

(b') Underline and read the words containing the $\text{ɪə}$ sound.

(1') Do you hear the cheers?

(2') Do not look so fierce because the weather is not clear.

(3') Did you fear to hear weird noises in the night?

(4') The loud noises pierced her ear.

(5') The crowd on the pier cheered the departing guest.

(c') Write in your notebook:

(1') Twenty words containing the $\text{ɪə}$ sound.

(2') The following words in phonetics:
(a') here (f') clear
(b') career (g') fierce
(c''') jeer  (h''') wierd
(d''' ) pier   (i''' ) dear
(e''' ) tear  (j''' ) mere

(13''') (ar as in care, air as in hair, eir as in heir, ear as in pear, er as in there)

(a'') Pronounce:
share  their  pear  air
there  declare  where  fairy
fare  wear  scarce  tear
bear  dare  hare  lair
spare  wear  pair  fair

(b'') Underline and read the words containing the eo sound.
(1'') Do you dare to wear that pair of shoes?
(2'') Their chairs were not there.
(3'') There were three bears sitting on the stairs.
(4'') Apples and pears cannot be compared.
(5'') The fairy had golden hair.

(c'') Write in your notebook:
(1'') Twenty words containing the eo sound.
(2'' ) The following words in phonetics:
(a'' ) fair  (f'' ) prepare
(b'' ) stair  (g'' ) chair
(c'' ) hairy  (h'' ) scarce
Many people use the ju sound and the u sound interchangeably, and many people use one sound or the other exclusively. The following simple rules will guide you in the correct uses of the ju sound and the u sound.

(1') Always use the ju sound when the vowel is preceded by p, b, m, f, v, g, k, or h.

(2') Always use the u sound when the vowel is preceded by r, f, s, t, j, or z, and when l is preceded by a consonant.

(3') Use either ju or u after n, d, t, l, s, or z.

(b') Pronounce:

<table>
<thead>
<tr>
<th>ju</th>
<th>u as in cube, ie as in view, eau as in beauty, ew as in few, eu as in feud</th>
</tr>
</thead>
<tbody>
<tr>
<td>view</td>
<td>few</td>
</tr>
<tr>
<td>fume</td>
<td>new</td>
</tr>
<tr>
<td>lute</td>
<td>feud</td>
</tr>
<tr>
<td>tulip</td>
<td>tune</td>
</tr>
</tbody>
</table>

(c') Underline and read the words containing the ju or the u sounds.

(1'') Can you see the view from the window.

(2'') What value would you put on that huge barn?
(3') Which music teacher would you choose?
(4') There was a feud between the two families.
(5') He threw the flutes down the chute.
(d') Write in your notebook:
(1') Ten words which always use the ju sound.
(2') Ten words which always use the u sound.
(3') Ten words which may be used with either the ju or the u sound.
(4') The following words in phonetics:
(a') new (f') few
(b') blue (g') clue
(c') pupil (h') feud
(d') music (i') value
(e') duty (j') beauty

(15') Review:
(a') What is a diphthong?
(b') Name the ten diphthong sounds you have just learned. Be able to write them.
(c') Be able to give five words for each diphthong sound.
(d') Be able to give at least two sentences for each diphthong sound.
(e') Write in phonetics:
(1') aisle (3') few (5') scare
(2') fear (4') boy (6') late
(7'') hair (24'') floor
(8'') clay (25'') chord
(9'') white (26'') soiled
(10'') pupil (27'') bowl
(11'') oil (28'') shore
(12'') care (29'') fairy
(13'') eight (30'') play
(14'') high (31'') data
(15'') here (32'') poor
(16'') light (33'') eye
(17'') hue (34'') oyster
(18'') heroine (35'') value
(19'') cloudy (36'') mere
(20'') feud (37'') tour
(21'') now (38'') bold
(22'') for (39'') vein
(23'') soul (40'') court

(f') Read the following words:

(1'') voirs (11'') arg
(2'') hauzs (12'') norzs
(3'') tʃɪə (13'') merl
(4'') pɜrn (14'') kɜd
(5'') kɔə (15'') ʃərpnɪp
(6'') hjumən (16'') fɛə
(7'') mɔu (17'') ʃuə
(8"") warvz  (18"") klei
(9"") klaud  (19"") mail
(10"") dʒeird  (20"") toll

(g') Optional:
(1"") Write in phonetics. Do not use capital letters.
(a'"") He slid the whole length of the train aisle.
(b"") Don't they care whether anyone cheers or not?
(c"") The boy and the girl looked at the view with joy.
(d"") The poor boy sat on the floor.
(e"") How can she buy an orchid?

(2"") Read the following sentences:
(a"") ə boʊ sæt ən ə tʃeʃ
(b"") ə pjuːpəl brouk hɪz vɔiːlɪn
(c"") hau dɪd ju lɑrk əut ʃou?
(d"") kænju mɛrk mænɪ əut ægʊəuld
(e"") wæt ɪz jʊs nɛɪm?

(5) Stressing syllables
(a) What is a syllable? See what definition the dictionary gives.
(b) Unstressed syllables
(1) Certain consonants sometimes have syllable forming power and take the place of a vowel. These sounds are m, n, and l.

(2) Pronounce:
little kitten prism bacon glutton
garden cattle catechism beetle rhythm

(3) In writing phonetics a mark (,) placed under these consonant sounds indicates that the consonant sound functions as a vowel. For example in the word garden, gardn, there should be no vowel sound between d and n indicated except by the mark under n.

(4) Write in your notebook:
(a) The following words in phonetics:

Example: little litl
rhythm rɪˈθæm

(1) redden (6) brittle
(2) whistle (7) prism
(3) people (8) gladden
(4) pattern (9) ramble
(5) heroism (10) total

(c) Stressed syllables

(1) Many words contain more than one syllable.
(2) If a word has more than one syllable, the stressed syllable is indicated by a mark (').
before it.

(3') Pronounce:

distract vei'keijn 'kæmistri
disturb kou'hiijn 'sɛrɪmounɪ

(4') If a word has several syllables the principal stress is indicated by the mark described above and the secondary stress by a mark (,) before it.

(5) Pronounce:

,ændə'stænd 'rɛpə'tiijn
'eks'pɛrizvənəs

(6') If a word of two syllables contains an unstressed vowel (ə or ø) it is not, of course, necessary to indicate the stressed syllable by the above method.

(7') Write in your notebook:

(a') The following words in phonetics:

Example: correct kʊɛkt
distract dis'trækt
fundamental ,fʌndə'mentl

(1'') perspiration (6'') collar
(2'') geometry (7'') perambulator
(3'') sofa (8'') circumstantial
(4'') underhanded (9'') persuasion
(5'') reference (10'') administration
(d) Review:

(1') What is a syllable?

(2') What three consonant sounds sometimes take the place of a vowel and how is this indicated?

(3') Tell how stressed syllables are indicated.

(4') Write in phonetics the following:

(a') prism (k') alphabetic
(b') sister (l') capital
(c') kitten (m') necessary
(d') typist (n') penpoint
(e') contain (o') handle
(f') vacation (p') cattle
(g') phonetic (q') proclamation
(h') common (r') monitor
(i') little (s') bankrupted
(j') catalogue (t') autumn

(6) Capitals and punctuation

(a) In phonetics no capital letters are ever used.
(b) Ordinary punctuation is observed in phonetics to make reading more easy.
(c) Phonetic symbols are always printed, never written.

(7) Review:

(a) What are phonetics?
(b) Give two reasons why phonetics are necessary and
important to the study of sounds.

(c) Be able to write the symbol for any sound given.

(d) Write the following words in phonetics and be ready to read them to the class.

(1') peddle (26') November
(2') moon (27') window
(3') telephone (28') for
(4') violet (29') Atlantic
(5') sandwiches (30') trill
(6') garden (31') crack
(7') Massachusetts (32') xylophone
(8') Missouri (33') Wisconsin
(9') hence (34') Julia
(10') cattle (35') praise
(11') hammer (36') twelve
(12') quite (37') cream
(13') wheel (38') witch
(14') finishes (39') ocean
(15') church (40') persuasion
(16') soldier (41') Arthur
(17') with (42') coming
(18') English (43') onion
(19') palm (44') machine
(20') dish (45') get
(21') catch (46') chalk
D. Pronunciation

1. Pronunciation is the act of speaking with proper sounds and accent. To pronounce a word correctly is: To give the right sound values to the letters, to separate the
word into the right syllables.  

2. Correct pronunciation consists of correct enunciation of letter divisions and also of correct accentuation. The diacritical markings, syllable divisions m and accent markings as given in Webster’s International Dictionary are usually taken as the standard for correct pronunciations.

3. Letter divisions

a. Look up the diacritical markings in the New International Dictionary. Make sure that you understand these markings. If there are any that you do not understand ask the teacher to explain them.

b. How would these diacritical markings be expressed in phonetics?

(1) ā (6) ng (11) ò (16) y
(2) ē (7) ch (12) th (17) ŏô
(3) ŭ (8) ā (13) sh (18) ŏô
(4) ĕ (9) th (14) zh (19) wh
(5) t (10) j (15) s (20) ē

4. Syllable divisions

a. What is a syllable? If you do not know, be sure to look it up.

---

b. How many syllables have the following words?

(1) care (11) pneumonia
(2) continent (12) happy
(3) here (13) island
(4) vacation (14) calm
(5) citadel (15) translation
(6) adenoid (16) encyclopedia
(7) fairy (17) and
(8) phonetic (18) speech
(9) father (19) fundamental
(10) bequeath (20) grandmother

c. Divide the following words into syllables.

Example: brother bro-ther
comparison com-par-i-son

(1) general (6) directional
(2) alphabet (7) primary
(3) movement (8) significance
(4) vocabulary (9) breathing
(5) musical (10) important

d. Write in your notebook:

(1) Ten words having one syllable.
(2) Ten words having two or three syllables.
(3) Ten words having more than three syllables.

5. Accentuation
a. Look up accent, accentuation, and stressed in the dictionary.

b. What is a stressed syllable?

c. What is the stressed syllable in each of these words?

(1) circumstance (6) pressing
(2) describe (7) woman
(3) action (8) pronounce
(4) position (9) symptom
(5) hygiene (10) normal

d. Divide the following words into syllables accenting the stressed syllable with a mark (') after the stressed syllable.

Example: democracy de-mo cra--cy

weather wea ther

(1) machine (6) president
(2) America (7) complete
(3) company (8) employ
(4) basket (9) teacher
(5) scramble (10) quarrel

e. Secondary stress

(1) If a word has several syllables, there may be more than one syllable receiving stress; however, one of these two accented syllables receives more stress than the other. The one receiving the greater stress is indicated with a mark (') after
it; the other stress, usually called the secondary stress, is indicated with a mark (') after the secondarily stressed syllable.

(2) Divide the following words into syllables indicating the principle stress and the secondary stress:

Example: emancipator e-man'ci-pa'tor
organizer or'gan-i'zer

(a) respiration
(b) administration
(c) educational
(d) examination
(e) inspiration

6. Pronunciation of familiar words:

a. Names

(1) Select ten personal names from your history book. If you are not sure of the pronunciation, look them up in the dictionary. Be able to read them to the class.

(2) Select ten names of countries and continents from your social studies book.

(3) Select ten names of states or cities in the United States.

(4) Select ten names of mountains, valleys, and rivers.

b. Familiar objects
(1) Select ten objects about your home and be ready to pronounce them.

(2) Select ten objects familiar to your classroom and be ready to pronounce them.

c. Special words

(1) **English**

(a) conjunction  
(b) compound  
(c) complex  
(d) adjective  
(e) sentence  
(f) coordinate  
(g) subordinate  
(h) preposition  
(i) pronunciation  
(j) literature

(2) **Social Studies**

(a) peninsula  
(b) island  
(c) governor  
(d) Congressional  
(e) government  
(f) administration  
(g) president  
(h) Atlantic  
(i) manufacturing  
(j) Baton Rouge

(3) **Mathematics**

(a) mathematics  
(b) per cent  
(c) sixty  
(d) hundredths  
(e) thousandths  
(f) hundred  
(g) tenth  
(h) decimal  
(i) sixteenths  
(j) fractions

(4) **Other school words**

(a) alumna  
(f) diploma
(b) athletics  (g) dramatics
(c) text        (h) gymnasium
(d) monitor     (i) principal
(e) theatre     (j) equipment

d. New words

Can you look up new words in the dictionary and be able to pronounce them?

(1) Select ten new words from your literature text, look them up in the dictionary and discover how they are pronounced. Be ready to read them to the class and tell what they mean.

(2) Look up the following words. Be able to pronounce them correctly to the class and tell what they mean.

(a) juvenile   (f) analytic
(b) chef       (g) disseminate
(c) zeppelin   (h) integrity
(d) incomparable (i) compassion
(e) depredation (j) chiropractic

7. Review:
   a. What is pronunciation?
   b. Write in phonetics the following words:

   (1) fāt   (6) sēn'āt
   (2) kār   (7) mā-shēn'
   (3) rōō'zh (8) poor
IV. Using Your Speech Effectively

A. Select a chapter from a favorite book or a composition which you have recently written, either in your English class or in your Social Studies class, and prepare to read it to your class remembering all the things you have just learned about correct enunciation and pronunciation.

B. Write a short composition on one of the following topics:

1. ser'kum-stans
2. fi'nal
3. nór'thern
4. ser'kum-stans
5. fi'nal
6. nór'thern

(1) Look up ten of the following words and be ready to pronounce them to the class:

(a) gregarious
(b) romance
(c) agility
(d) attainment
(e) abdomen
(f) photogenic
(g) calvary
(h) spontaneous
(i) diphthong
(j) manual

(k) apparatus
(l) transition
(m) monetary
(n) massage
(o) formidable
(p) lathe
(q) technique
(r) visualization
(s) tentacles
(t) transcription

(2) Optional: Look up and be able to pronounce the other ten words.
1. How Good Speech Will Help a Person to Get a Job

2. Why Good Speech Is Necessary to a Doctor (or any other profession)

3. Why Good Speech Is Important in the Home

4. Why Good Speech Is Important at School

5. How Good Speech Can Influence What People Think about You

C. Be prepared to make a short talk to the class about one of the following:

1. A Current Event
2. A Hobby
3. A Trip
4. A report that you have recently made in a Social Studies class
5. A Favorite Book (or Movie)

V. For the Teacher

A. Daily quizzes and drills

1. Drills
   The drills, of course, are included in the program outline. If the teacher sees that the pupils are not progressing, she may increase the drills on the same lines with additional words and sentences.

2. Quizzes
The occasional quizzes may be based upon the notebook exercises or the review questions.

B. Final examination

The final examination should consist of two parts, written and oral.

1. Written
   a. One or two essay questions on the importance of speech or good speech. At least one essay question on good voice.
   b. A short paragraph or nursery rhyme to be transcribed into phonetics.
   c. A short list of words with diacritical markings to be transcribed into phonetics. About ten words to be divided into syllables with the stressed syllables indicated.

2. Oral
   a. This is the more important part and should be given greater weight in the final grade. The teacher may either:
      (1) Ask each pupil to come into her room privately and read the diagnostic sentences which were used as a partial basis for this study (or any set of diagnostic sentences the teacher chooses).
(2) Grade the pupil's reading selection and oral talk which have already been assigned on speech quality alone.

11 See page 140.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The problems of speech education are three: speech correction, speech cultivation (speech arts), and speech improvement. The speech arts have been fairly well established in the high school, at least, in curricular as well as extra-curricular forms and are beginning to penetrate the elementary schools as well. Speech correction, which has been shown by many studies to be greatly needed since the percentages of speech defectives in colleges and universities as well as elementary and secondary schools are alarmingly high, has been shown to be gaining importance steadily. Speech improvement is the middle ground lying between the cultivated and the defective speaker and has received less formal attention than the other two.

"Good" speech as distinguished from merely adequate speech (that which is not defective) is characterized by correct grammar, enunciation, pronunciation, and reasonable fluency. Correct grammar has long been one of the aims of the English curriculum, and fluency is encouraged by the growing prominence of "oral composition."

It was the purpose of this study to formulate a program which might be employed by the classroom teacher to remedy the other two factors of "good" speech.
In order to make such a program more reliable the speech errors of an actual class were studied. It was desirable that the class should be as nearly as possible of average speech adequacy and average intelligence. For the purpose of the study a seventh grade class was selected.

The class studied was observed daily over a period of three weeks and the errors of each member were noted. In addition to this each member of the class was individually interviewed and asked to read two sets of diagnostic sentences, which had been especially prepared, and his individual errors were taken down.

The results of these observations and interviews were tabulated and later compared, and the errors of the class as a whole were then compared with the errors of the individuals. The frequency of certain types of errors and the frequency of occurrence of various sounds were recorded. Comparisons were made of the errors of the sexes. It was impossible to say whether the errors correlated with the mental abilities of this particular class, although other studies have found that there is little correlation between intelligence and speech adequacy.

It was found that consonant errors were more frequent and more noticeable in the errors of the class as a whole combining the results of the observations and interviews, although the diagnostic sentences showed that there were more
vowel and diphthong errors recorded. There was little appreciable difference between the errors of the sexes. Certain errors occurred only in certain words or letter combinations; certain errors were made by one person only. If infrequent they were regarded as occasional inaccuracies, and if frequent as being errors needing special drill outside of class. Other errors were inconsistently made and were interpreted as being general inaccuracies needing classroom drill; errors listed as letter and syllable omissions were also regarded in this light and requiring the same sort of remedial training. Such matters as the type of subject matter being studied, the number of people reciting, the length of classroom responses, and the frequency of responses were also considered.

From the needs of the class as represented by the study above described, certain criteria were established upon which to base the proposed program. The program was to suit the age and experience level of the class, and it was to be of such nature that it could readily provide for the needs of the slower as well as the more rapid pupil. It was to be of such a nature that it could be readily administered by the classroom teacher who had had no special training. There were certain aims and objectives to be set up to be attained by the class such as an appreciation for the need of "good" speech in daily living and a greater awareness of the pupil's
own speech and voice habits. The program's chief objective was to develop in the student a clear, correct, and reasonably accurate form of oral speech and to enable him to correct and improve his own speech.

The program itself was presented in outline form under the following headings: Why We Need Good Speech, Why We Need to Be Heard, How We Can Be Understood, Using Your Speech More Effectively, and For the Teacher.

The first section was a brief study from the student's point of view of the elements of speech, "good" speech, the uses of speech in everyday life, its importance as a factor in social classification, as a necessity in a mechanical age, its vocational importance, and as a part of the personality. The second section was a general study of the elements of a good voice and its importance. No voice exercises were included.

The third section, which was much more detailed, discussed enunciation and pronunciation, these being the two factors indicated by the tabulations as needing special attention. In order to clarify the differentiation between the vowel and diphthong sounds more easily, a simplified version of the phonetic alphabet was used. In using the phonetic symbols only those which are used in colloquial Middle Western speech were presented, and such sounds as a and j which were considered foreign to this locality were omitted.
Drill exercises included pronouncing words containing the various sounds in all of their possible spellings, selecting such words from sentences, reading sentences, and writing short exercises in a notebook. Sounds which might be confused or had been specifically found to have been confused were given comparative drills. Frequent exercises in the transcription of phonetics were given although greater emphasis upon oral improvement was made clear. A short study of pronunciation, especially of familiar words, followed.

In the fourth section three opportunities for the pupil's using what he had just learned were offered. He was asked to read a short passage of his own selection to the class, to write a short composition on the necessity of "good" speech, and to prepare a short talk. This section could easily be integrated with oral composition, written composition, and literature.

In the last section a brief statement to the teacher pointed out how the notebook exercises and review questions might be utilized in daily quizzes. A short outline of what the final examination should include in the way of oral and written material was presented.

In utilizing this program for other classes the following recommendations are offered:

1. The teacher who wishes to offer a speech improvement to her class should interview each pupil separately and,
if possible, ask him to read a set of diagnostic sentences which should include both consonant and vowel diagnostic words. She may make these herself or she may use sentences already prepared.

2. The teacher should then note the general types of errors. If there are several pupils in her class of vocal deficiency, she may wish to include voice exercises in addition to the program as presented.

3. The teacher may follow the general outlines of this program, emphasizing, however, those sounds which she has found her class to have missed most frequently.

4. If there is no speech clinic connected with the school, the teacher may wish to give drill lessons to the pupils in her class whom she had decided are actually defective in speech. She will find a number of well known practice books most helpful in this emergency.1

5. If the class is older than the class described here, progress will be much more rapid. The word lists and reading material will be much advanced. The pupils might be asked to learn how the different letters are made and the names of the different organs of speech.

6. If the class is younger the progress may, of course, be much slower. Pronunciation words would be less

1 See Appendix D.
advanced. More games and jingles would be used.

7. The time required for the presentation of the program, of course, varies with the age and ability of the class. The lessons, however, should come at the same time every day and last from twenty to thirty minutes.
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Course of Study in Speech Improvement. Detroit: Board of Education, 1933.


A. INTERNATIONAL PHONETIC ALPHABET

Vowels

i as in pique
i as in it
e as in data
(see ei under Diphthongs)
e as in get
ə as in at
a as in ask
α as in calm
ø as in cloth
ɔ as in claw

o as in total
(see ou under Diphthongs)
U as in put
u as in true
Λ as in cup
ə as in Anna
ɔ as in bird
(This is the "Eastern" type of vowel)
ɔ as in bird
(This is the "General American" type of vowel)

æ as in ever (Eastern)  ð as in ever (General American)

Diphthongs

ei as in data
ou as in total
(The diphthong is the more frequently heard sound)
iə or iɛ as in fear
ɛə or ɛɛ as in care

ar as in aisle
au as in now
ɔr as in oil
ɔs or ɔɛ as in for
uə or uɛ as in poor

Consonants

p as in put
b as in but
t as in too
d as in do
k as in key
g as in go
m as in me
n as in no
ŋ as in sing
hw or ʍ as in wheel
w as in we
f as in foe
h as in how

v as in vow
ð as in thin
ð as in this
s as in so
z as in zebra
ʃ as in shoe
ʒ as in rouge
tf as inetch
dʒ as in edge
l as in low
r as in ray
ʃ as in very
(r stands for the one tap trill)

j as in yet
B. DIAGNOSTIC VOWEL SENTENCES

1. He planted the seeds in the wheat field.
2. It was the biggest fish Billy had ever seen.
3. Many men have since read that book.
4. The cat can catch the rat.
5. It was fun to see the dust fly out of the rug.
6. The dog was afraid to go around the sofa.
7. The roof of the school was not blue.
8. She hid the book in the bushes by the brook.
9. The children walked and talked in the hall.
10. We have a barn on my father's farm.
11. The clock was on top of the stove.
12. James and Kate played in the rain.
13. It is nice to have the lights on at night.
14. My toes and nose were very cold.
15. Many flowers grew around our house.
16. The boy soiled his toys with oil.
17. It was the girl's turn to feed the birds.
18. The brother and sister ate their supper.
19. Neither horses nor cows were in the north field.
20. They got their share of the pears.
21. All of the tires were burned in the fire.
22. Few of the new pupils knew the music teacher.
23. She was sure that the poor people would be saved.
C. DIAGNOSTIC CONSONANT SENTENCES

1. She put the lollipops in the cup.
2. The boy saw the robin sitting on the tub.
3. I put two letters in my pocket.
4. The door and the window were red.
5. I took the key out of my pocket to unlock the door.
6. The girl forgot to bring the bag.
7. The man was someone from home.
8. The name of the pony was Nan.
9. On her finger she wore a ring.
10. I can't see the white bird anywhere.
11. The farmer saw a butterfly sitting on a leaf.
12. It was the seventh valentine she gave him.
13. Thursday I am going to a birthday party for Seth.
14. This leather is smooth.
15. Santa brought her a bracelet and a necklace.
16. Zebras do not like either music or flowers.
17. She washed the brush.
18. How do you usually measure it?
19. The lady below the window heard the bell.
20. The robin and the squirrel feared the bear.
21. The youngest lawyer won the case.
22. The hen was behind the tree.
23. I wish I had not gone away.
24. The children marched to church.
25. John enjoys an orange before breakfast.
REFERENCES FOR THE CLASSROOM TEACHER


