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## Round Robin

Dorothy E. Smith

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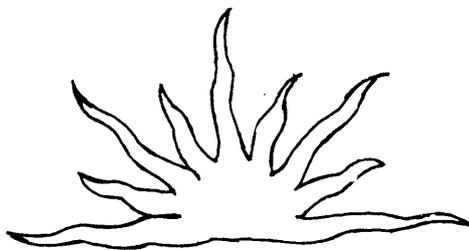
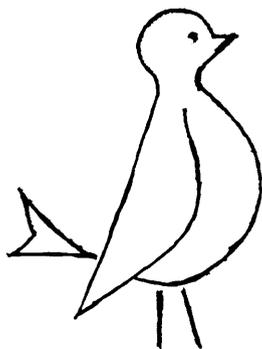
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## ROUND ROBIN

*Dorothy E. Smith, Editor*

Dear Readers,

We are continuing our presentation of readers' ideas for teaching reading skills at the secondary level. The following is again directed to English teachers.

Dear Editor:

Due to the growing interest and necessity for Black Literature to be taught in schools today, a number of students could possibly have trouble understanding Black English or Non-Standard Dialect. Books that may be used in a high school literature class could include books about black life such as *Cool World*, *Native Son*, *Black Voices*, and *The Best of Simple*. In order for all students to be able to read these books with understanding, some basic knowledge of Black English is a necessary prerequisite.

I would begin my introduction to any one of these books by first presenting a transparency which would compare Standard and Non-Standard Dialects.

### BLACK ENGLISH

#### COMPARISONS:

<i>Variable</i>	<i>Standard</i>	<i>Non-Standard</i>
Linking verb	He <i>is</i> going.	He — goin.
Possessive	John's cousin.	John— cousin.
Plural	I have five cents.	I got five cent—.
Subject	John lives in Troy.	John he live in Troy.
Verb	I <i>drank</i> the milk.	I <i>drunk</i> the milk.

Past	He <i>walked</i> home.	He walk—home.
Vb. Agreement	He runs home.	He run— home.
Future	I <i>will go</i> home.	I'ma go home.
“If”	I asked <i>if he did it</i> .	I ask <i>did</i> he do it.
Negation	I don't have <i>any</i> .	I don't got <i>none</i> .
	He <i>didn't</i> go.	He <i>ain't</i> go.
Indef. article	I want <i>an</i> apple.	I want <i>a</i> apple.
Pronoun	<i>We</i> have to do it.	<i>Us</i> got to do it.
	<i>His</i> book.	<i>He</i> book.
Preposition	He is over <i>at</i> his house.	He over <i>to</i> his house.
Be	He <i>is</i> here.	He <i>be</i> here.
Do	No <i>he doesn't</i>	No <i>he don't</i> .

The class could discuss these and skim through a few pages of the book looking for examples of the Non-Standard English. A record of *Simple* could then be played to enable the students to hear differences in dialect and also any words that are unknown to them, or unknown in a certain usage, such as slang, could be discussed. A discussion of Black slang would follow as I would ask the class for meanings of various slang words. The Dictionary of Afro-American Slang, now in paperback form, could be consulted after class discussion of word meanings.

Connie Gross

#### REFERENCES

1. Chapman, Abraham, *Black Voices*. New York: St. Martin's Press, Inc.
2. Hughes, Langston, *The Best of Simple*. New York: Hill and Wang, Inc.
3. Major, Clarence, *Dictionary of Afro-American Slang*. New York: International Publishers.
4. Miller, Warren, *Cool World*. Boston: Little, Brown & Company.
5. Wright, Richard, *Native Son*. New York: Harper & Row Publishers, Inc.