

**ENGLISH FOR COMING  
AMERICANS: SECOND READER -  
READINGS AND LANGUAGE  
LESSONS IN HISTORY,  
INDUSTRIES AND CIVICS**

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English for Coming Americans: Second Reader - Readings and Language Lessons in History,  
Industries and Civics by Peter Roberts

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**PETER ROBERTS**

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11/26/12 J.H.S.

# ENGLISH FOR COMING AMERICANS

## SECOND READER

READINGS AND LANGUAGE LESSONS  
IN HISTORY, INDUSTRIES  
AND CIVICS

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PETER ROBERTS, Ph. D.

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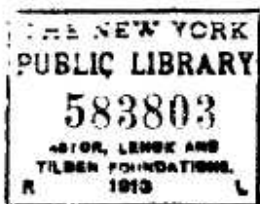
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## PREFACE

The millions of foreign-born in America, if they are to love this country, must know that the country is worth loving. The definition of the Republic, "A government of the people, by the people and for the people," conveys no meaning to the alien unless he is shown how the people rule. To sing, "The land of the free and the home of the brave," is not enough; it must be accompanied by a rehearsal of some of the deeds of the free and the brave. The foreign-born can only learn by systematic teaching that America has a form of government well calculated to reflect the needs of the people; that our courts of justice guarantee to each man the fruits of his labor; that civil and religious liberty is enjoyed by all who dwell under the shadow of the Stars and Stripes.

These facts are a "gospel of glad tidings" to millions of immigrants. They come hoping for great things; it remains with us whether or not they shall realize their hope. A government dependent upon militarism and bureaucracy can afford to ignore the ignorance and illiteracy of its subjects; a democracy cannot. Our brother immigrant needs education, and when he understands that justice and truth, freedom and liberty, rights and duties, are necessary in a democracy, he will help to preserve them.

The Reader is designed for the use of those who have finished the two courses: "Preparatory English"\* and "First Reader,"† or who have a sufficient

\*"Preparatory English" for "Coming Americans," a course in preparatory English for the foreign-speaking, comprising thirty lessons, by Peter Roberts, Ph. D. Association Press, New York.

†"First Reader" for "Coming Americans," *id.*

knowledge of the English language so as to profit by attending classes in which questions in history, government and industry are discussed. Our aim has been to furnish material for class work which a wise teacher may use according to his discretion. The objective is to kindle the love of the alien for a form of government evolved on this continent by a free people.

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#### THE TEACHERS

Language is conversation, and the purpose of this Reader is to furnish material to teachers who aid the foreign-speaking to talk, read and write the English language accurately and fluently.

The following is my way of teaching—taking for instance Lesson I., The Discoverer of America:—

1. I tell the story in simple language to the class, pointing on the world's map the place from which Columbus started and the island where he landed.

2. We go over the lesson in the Reader. I ask each student by name to read a sentence. Each member in the class pays particular attention to pronunciation and I emphasize the points about which questions will soon be asked. Jan stumbles over a word. I ask the class if he pronounces it correctly: No: what is the right pronunciation? All say it: all read the sentence: that's it. Now proceed. We read the last paragraph in unison.

3. I go to the map again and point out Portugal and ask Michael to read the note about it. I point

out the Bahamas and ask Pietro to read the note about it. We find New Providence and Nassau.

4. I ask questions; not only those given in the lesson but others also: anything that pertains to the subject about which the students are willing to talk. Oscar gives monosyllabic answers. I ask him to give a fuller answer. I encourage the backward and see that the forward ones do not give all the answers.

5. We find the words given under "synonyms" in the lesson; each time I ask a pupil to use the synonym and read the sentence. We then take up the words of like sound. I write on the blackboard: "The tool is <sup>in</sup><sub>inn</sub> the box" and tell the students to write it and choose the correct word. I do the same with "to and too," "knew and new," "the and thee," "would and wood."

6. I write on the blackboard while the students are writing the sentences:

Columbus	discovered	America
Great	finally	an island in

I tell the class what parts of speech the words on the upper line are. Then I take up the supplemental words and do the same.

I explain: *noun* is the name of a thing (illustrate).

*verb* denotes action (illustrate).

*adjective* qualifies noun (illustrate).

*preposition* shows relation (illustrate).

7. Before dismissing the class I ask each student to write, at home, all he knows about Columbus and bring it with him next time.