

**FIRST LESSONS IN  
ENGLISH FOR FOREIGNERS  
IN EVENING SCHOOLS**

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First Lessons in English for Foreigners in Evening Schools by Frederick Houghton

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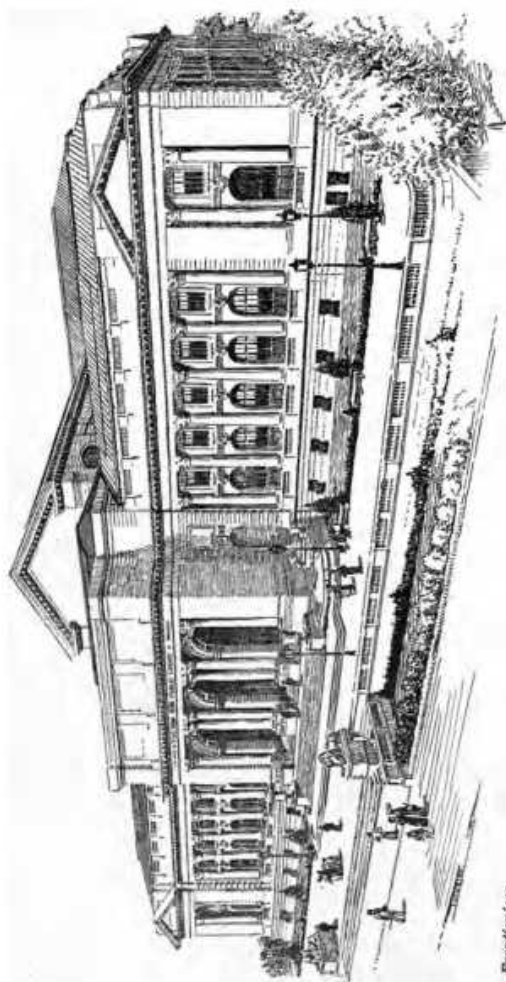
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*Frontispiece*

FIRST LESSONS IN ENGLISH  
FOR FOREIGNERS IN EVENING  
SCHOOLS

BY

FREDERICK HOUGHTON, Sc.M.

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HOUGHTON'S FIRST LESSONS.

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## SUGGESTIONS TO TEACHERS

The following suggestions based upon experience may be of use to teachers:

*New Words.* — It is intended that the meanings of many of the words used in the text be developed, if nouns, by having before the class the objects named, or if verbs or prepositions, by action or gesture. For instance, the meaning of *basin, quart, hat, map*, and similar words should be developed by reference to these objects before the class; and in reading lessons when a pupil asks, "What is this?" he should hold or touch the object asked about. Such adjectives as *full, empty, wide, and long* can best be explained in connection with the measures. The teacher can most readily explain such verbs as *walk, carry, measure, wash, etc.*, by performing before the class the actions indicated. The relations *in, on, under, near, by, etc.*, can readily be taught by gesture.

At the end of the text will be found a list of words, not readily explained otherwise, translated into German, Polish, Italian, and Yiddish. After the meanings of all new words in a lesson have been explained, the pupil should write the words, and their meanings, in his own language, in a book kept especially for that purpose.

*Oral Lessons.* — Proficiency in English can be attained only through the constant use of English speech. To learn to speak and understand English a pupil must use English words in speech and he must hear English spoken. It is necessary, therefore, that the teacher use over and over again, in every possible combination, every new word in each lesson; and in order that every pupil may use



the words the greatest number of times possible, it is recommended that these oral exercises take the form of questions which will require the use in answer of these words in complete statements. Too much time can hardly be given to oral exercises of this kind.

The "Reading Lessons for Two Pupils" occurring throughout the book are designed to follow such oral exercises; and immediately before these lessons the questions in them, which are to be read by a pupil, should be asked by the teacher as an oral exercise.

*Action Lessons.* — Facility in English is possible only when the pupil thinks in English. It is natural for a pupil to translate any English expression into his own language and, if an answer be required, to translate his thought back into English. To avoid this as much as possible, much oral work should be given in the form of action lessons, in which the teacher should use familiar words in short commands which are to be obeyed instantly by pupils. Promptness in carrying out such orders as, "Shut the door," "Tell me the time, please," "Open two windows," demands that the pupil think in English. Throughout the text are many such action lessons, in which the commands are to be given by pupils, but these should be supplemented by, and in every case preceded by, oral lessons of the same kind, in which the teacher uses not only the new words of the lesson but the familiar words learned in previous lessons.

*Reading and Action Lessons for Four Pupils.* — These exercises, useful for giving practice in some of our English idioms, should be preceded, as in other action lessons, by similar, or identical, oral lessons, in which the teacher gives the orders and asks the questions. In the reading, however, one pupil is to give the order, one is to perform the action, one is to ask, and one to answer the questions. The actions indicated should in every case be performed.

*Phonics.* — The lessons provided may be supplemented by drill on the sounds especially difficult for the class, such as, *ch, wh, th*, soft *g*, short *a*, short *e*, etc. In the very first lesson the teacher should go over the alphabet, sounding every letter distinctly and pointing out difficulties. The alphabet with the corresponding sounds in the pupils' own language should be written in the book reserved for vocabulary.

After sounding the words on the phonic lists they might with profit be spelled orally from the book, but not necessarily memorized.

*Written Lessons.* — It is advisable to keep a separate book in which are to be written correctly all spelling lessons, letters, bills, checks, compositions, and geography work. The letters, bills, and checks should be written and rewritten until their forms are fixed.

*Geography Lessons.* — These are designed not only as motives for lessons in English, but to give to the pupils some idea of our country, its size and aspect, its industries and products, its people and government. Owing to the limited vocabulary at the command of the pupil, these must of necessity be simple and incomplete, and should be supplemented by lectures or short talks. To give the pupils opportunity to hear good English speech, such a talk should be given in simple English, but as it proceeds it should be interpreted into the language of the class, and further explained, when possible, by pictures.

*Supplemental Work.* — The pupils should be taught to find the want columns and the advertisements in the newspapers. They should be taught to sing a few of our national songs. They should know how to find words in a dictionary. Any instruction in the laws or ordinances of their community is very welcome to all foreigners, who have little opportunity to learn about such things.

THE ALPHABET

✓ A	a	<i>A</i>	<i>a</i>	N	n	<i>N</i>	<i>n</i>
B	b	<i>B</i>	<i>b</i>	✓ O	o	<i>O</i>	<i>o</i>
C	c	<i>C</i>	<i>c</i>	P	p	<i>P</i>	<i>p</i>
D	d	<i>D</i>	<i>d</i>	Q	q	<i>Q</i>	<i>q</i>
✓ E	e	<i>E</i>	<i>e</i>	R	r	<i>R</i>	<i>r</i>
F	f	<i>F</i>	<i>f</i>	S	s	<i>S</i>	<i>s</i>
G	g	<i>G</i>	<i>g</i>	T	t	<i>T</i>	<i>t</i>
H	h	<i>H</i>	<i>h</i>	✓ U	u	<i>U</i>	<i>u</i>
✓ I	i	<i>I</i>	<i>i</i>	V	v	<i>V</i>	<i>v</i>
J	j	<i>J</i>	<i>j</i>	W	w	<i>W</i>	<i>w</i>
K	k	<i>K</i>	<i>k</i>	X	x	<i>X</i>	<i>x</i>
L	l	<i>L</i>	<i>l</i>	Y	y	<i>Y</i>	<i>y</i>
M	m	<i>M</i>	<i>m</i>	Z	z	<i>Z</i>	<i>z</i>

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