

**A SECOND BOOK
FOR NON-ENGLISH-
SPEAKING PEOPLE**

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A Second Book for Non-English-Speaking People by W. L. Harrington & Agnes C. Moore

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PEOPLE

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INTRODUCTION.

THE following pages are the result of twelve years' experience in the teaching of English to foreign children. The aim and method of this teaching have been already described in the introduction to the FIRST BOOK.

That book has supplied a long-felt want. It furnishes suitable reading for beginners, as it presents in printed form the thoughts and expressions already familiar as spoken words.

The growth of the pupil's vocabulary will depend largely upon the English that he reads. This fact has guided the writers' choice in the preparation of the SECOND READER.

The choice of lessons has been based upon the interests of the pupil, and his ordinary need for expression. In the choice of English, the forms of verbs have been given the first consideration. When a new tense is used for the first time, the form of the verb appears in the list of new words. (As in Lesson I we find shall wash.) This form should be taught objectively. Then it should be used orally by the pupils, in the different persons, with various verbs. It will appear again, repeatedly, in succeeding lessons.

The same idioms of expression have been repeated many times. The object of this constant repetition is apparent. It is a help to oral expression.

The average pupil in the "Non-English Class" is more mature than the English-speaking child who reads a Second

Reader. Many pupils can read in their own language, consequently the recognition of words presents little difficulty. What they need is the comprehension of the thought, and the ability to express it correctly in English.

Simple expression and frequent repetition are the only means to accomplish this end. The same is true of children who have not read before. They will be slower to recognize the form of words, but the repetition will aid in this direction also.

The method of teaching a lesson should be, first, a language lesson suggested by the list of new words. Where it is possible, these should be taught objectively. Pupils should be asked to use the new words in sentences.

As a help in teaching, appropriate pictures, large enough for the class to see, are desirable. The teacher who uses them is sure that the attention is centred where she wishes it to be. With book illustrations, she cannot be certain of this, and they often distract the attention from the reading. Any pictures may be used, but the "Perry" pictures are recommended as being artistic and inexpensive.

The new words being taught, the reading follows. The teacher will find it profitable to read aloud to the class occasionally. She may allow the pupils to imitate her, reading phrase by phrase. This exercise is a great help to good inflection, expression and phrasing.

The poems should be read first by the teacher. The pupils can understand their general thought and spirit. They always like poetry, and try earnestly to render it well. The simple stories and fables may be used as language lessons. They may

be reproduced orally or in writing. In short, the method is practically the same that every skilful teacher uses in teaching Reading.

In the belief that this book furnishes good, practical progression in English, and with the hope that its use may be helpful to others, it is sent forth by

THE AUTHORS.

BOSTON, February, 1904.

LESSON 1.

GETTING READY FOR SCHOOL.

John is a little Italian boy. He came to school last September. He did not talk English then.

To-day, John is in the second class. His teacher is Miss White.

Let us look into her school-room and listen to the lesson.

Miss White is asking, "What day will to-morrow be?"

Each boy writes the answer on his paper.

The teacher asks again, "What will you do to get ready for school to-morrow?"

These are John's stories:—

To-morrow will be Tuesday.

I shall get ready for school at eight o'clock.

I shall wash myself.

I shall comb my hair.

Miss White will say that I am a clean boy.

She likes the boys to come early.

I think I shall be early to-morrow.

I do not wish to be dirty.

I do not wish to be late for school.

Is this a neat paper?

Miss White says that it is a neat paper, and that John is a neat boy.

LESSON 2.

A LITTLE TEACHER.

Mary Gay is a little girl six years old. Perhaps your teacher will show you her picture.