

**A SECOND BOOK IN  
ENGLISH FOR  
FOREIGNERS**

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A Second Book in English for Foreigners by Isabel Richman Wallach

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A  
SECOND BOOK IN ENGLISH  
FOR FOREIGNERS

BY  
ISABEL RICHMAN WALLACH

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AND BIOGRAPHICAL NARRATIVES," "GOOD  
CITIZENSHIP," ETC.

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## PREFACE

**T**HIS "SECOND BOOK IN ENGLISH" aims to furnish practice reading for foreigners who have completed the "First Book in English" and to familiarize them with the vocabulary necessary for ordinary intercourse with English-speaking people.

The subject matter of the lessons has been carefully planned to meet these ends and, in doing so, to give foreigners who have come to America to seek homes and livelihoods, information of direct practical value. With this in view the author has used simple and original text germane to the purpose of the book, rather than selections chosen for their literary excellence. The "Second Book" has also been so planned as to enable teachers to carry out successfully the curriculum generally prescribed for foreigners' classes in the public schools.

The historical matter given in the text is inserted to arouse the pupil's interest in the United States as a nation, while increasing his vocabulary. It may be used by the teacher as a foundation for further study of United States history, with special reference to the wonderful development of the country due to the energy of its population, native and foreign-born, in utilizing its natural resources.

It is a short step from such a study of American history to the study of civics and the mutual rights and obligations of the United States government and its people. In schools



where the teaching of civics is obligatory, some of the later lessons in the "Second Book" will prove helpful. The subject appeals strongly to newcomers in America and is a fruitful and welcome topic of conversation.

The rapid progress made by pupils who use the "First Book in English" is largely due to the increased vocabulary secured through the phonic drills and the frequent opportunities for sentence building. These successful features may be advantageously continued by the teacher in connection with the "Second Book." With a little guidance the pupils themselves should be able, using given words selected from the text, to form lists suitable for phonic drill. Interest may be sustained by arousing competition in the number of correct replies individual pupils can give in a rapid fire-call for words similar in sound to the keyword offered by the teacher.

Brief exercises in sentence building may be introduced after every reading lesson. The pupils enjoy the work; it helps fasten in mind the new words and their uses; it facilitates conversation and the ability to think in English, and it leads to the detection and prompt correction of mispronunciation or of misconstruction.

Under the teacher's guidance the sentence building exercises may be gradually expanded into the construction of stories told by the pupils in their own words. These stories may be built around the illustrations in the book, or they may be personal experiences or little episodes of daily life, real or imaginary. Following up this oral work, the pupils may be brought to express themselves accurately in written composition and in business and social letters.

With the completion of the "Second Book in English" the foreigner will find himself able to understand others and to make himself understood wherever English is spoken. Where previous education has provided all other requirements, he will be ready to pursue a high school or a college course.

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ISABEL RICHMAN WALLACH.

