

**SECOND BOOK IN
ENGLISH FOR FOREIGNERS
IN EVENING SCHOOLS**

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Second Book in English for Foreigners in Evening Schools by Frederick Houghton

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HOW TO BECOME A CITIZEN OF THE UNITED STATES (See p. 175)

SECOND BOOK IN
ENGLISH FOR FOREIGNERS
IN EVENING SCHOOLS

BY

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HOUGHTON'S SECOND BOOK

E. P. I

SUGGESTIONS TO TEACHERS

THIS book is designed to give practice in English speech and written composition to adult foreigners who have an elementary knowledge of English. It presupposes a small vocabulary and the ability to read and write simple English. To obtain the greatest measure of success, the instructions which follow should be strictly followed.

New Words: The unfamiliar words in any lesson should be made the basis of a thorough oral lesson in which these new words are taken up one by one, developed by dramatization or by means of the dictionary, and then drilled upon orally until the entire class can use every new word with a fair degree of fluency in simple sentences. This preliminary drill is absolutely essential.

Most new and unfamiliar words can best be taught through dramatization, through gesture, or through reference to some article before the class. All prepositions and many adverbs should be taught by gesture. Thus, *under* should be taught by holding the hand or some article under a paper, a book, or a desk, at the same time repeating over and over "I hold my hand under the paper," etc. After this has been taught the teacher must require every pupil to perform some simple action in which this relation is brought out, as "Put your hand under your book." Adverbs like *slowly*, *carefully*, and *quickly* must be taught in exactly the same way.

Every common verb of action should be taught by performing the action indicated. Thus, in teaching the verb *carry*, the teacher should actually carry an article, a book, a basket, or the like, at the same time saying, "I carry this book," "I carry this basket," etc. This should be followed immediately by having a pupil perform the action. Thus, "Carry this box to the window," "Carry your book to my desk," after which the teacher should ask questions to bring out this word in the answer, as "What did you do?" "I carried a book," "I carried a box."

Some verbs, like *produce*, and *settle*, cannot be explained in this way. They can best be taught by reference to a dictionary.

Nouns must be taught by reference to the article named by the noun whenever this is available, or to a picture of it, if possible. Thus, the names of articles of furniture, of parts of the body, or of articles of clothing, should be taught in this way only. Many adjectives, like *slender*, *variegated*, *soft*, and *harsh*, can be taught in the same way.

These new words, once taught, must be used over and over again by the class in sentences which will enable the teacher to determine whether the pupils have grasped the correct meaning, and at the same time give the pupils facility in their use. It is better to drill too much on a word, even to the extent of tiresomeness, than to drill too little and find later that the word was never mastered. It is nearly impossible to give too much oral drill of this type.

The Reading Lesson: A list of unfamiliar words, or words which might be expected to present difficulty, should be placed upon the blackboard as the oral lesson proceeds. These should be drilled upon later to secure correct pronunciation. This work should be done first in concert, then by rows or groups, last by individuals. It is not enough that every pupil hears a word pronounced correctly. He must pronounce it correctly himself, and not only once but many times, in order to habituate himself to its correct sound.

Phonics: The drill on new words should be supplemented by a systematic drill in phonics. In this book the phonic lists comprise words which contain practically all the sounds in the English language, but they should be supplemented by much longer lists written on the blackboard. Prefixes and suffixes should be added to words, whenever possible, to give additional drill.

An effective method of procedure in giving phonic drill follows:

1. The teacher should carefully make the sound to be drilled on, demonstrating slowly the position of the vocal organs.
2. The pupils should make the sound in concert, then by groups, then by individuals.
3. The list of words in the book should be sounded first in concert, then by rows or groups.

4. The words of the list should be spelled in concert by the class, every word being pronounced both before and after it is spelled.

5. Every familiar word should be used orally in a sentence either in a full answer to a question or in a simple original sentence.

Grammar: Do not require the pupil to learn any grammatical terms. Supplement the sentences involving the use of nouns, verbs, and other parts of speech, by many more of the same type. Have the pupils make long lists of names of objects, persons, and places, of modifying words, and of actions possible to the class.

Reading Lessons for Four Pupils: In each of these lessons four pupils must take part. One pupil should give the order, as "Go to the map and find Washington." A second should carry out this order by actually finding this city on the map. A third pupil should ask the question, as "What has he done?" A fourth should read the answer, as "He has found the city of Washington on the map." The teacher should not deviate from this procedure. It is absolutely necessary that the objects read about should be before the class.

Newspapers: Either from the beginning, or as soon as the lessons on advertisements are reached, the pupils should be required to bring English newspapers to class at least once a week, and these should be used as reading lessons. The advertisements are especially valuable, but the simpler news items can be used after judicious editing by the teacher.

Lessons on Citizenship: If the class contains pupils who expect to apply during the year for naturalization papers, all the terms and directions in these papers should be drilled on until every pupil is familiar with them. Instruction should also be given on the local form of government and upon the laws of the United States as embodied in the Constitution.

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