

GLADYS DOTY  
JANET ROSS

**LANGUAGE AND LIFE  
IN THE U.S.A.**

FOURTH EDITION

VOLUME I

**COMMUNICATING IN ENGLISH**

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**Volume I: COMMUNICATING IN ENGLISH**

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# PREFACE

The fourth edition of *Language and Life in the U.S.A.*, as in the third, consists of two volumes—I: *Communicating in English* and II: *Reading English*. These volumes are intermediate-level texts for speakers of other languages. While the books are aimed particularly at students who are studying or are about to study in American coll ges and universities, they may be used by any non-native speakers of English, both abroad or in this country, who desire to gain knowledge of American life while they improve their skills in the use of the English language.

The purpose of Volume I is to teach language through meaningful communication. A guiding principle of the fourth edition is to lead students to understand meanings associated not only with words but also with grammatical forms as they listen to them and in turn use them in communicative situations. New words and grammatical structures are generally introduced in the "Presentation" selections at the beginning of each lesson. They are then reinforced and further illustrated in subsequent exercises that lead to actual communication.

Several new features distinguish this edition from the last, all of them designed to make student learning of English more effective and at the same time more interesting to both instructor and student.

1. Believing that one learns a language by actual communication in it, the authors have concentrated on increasing in-class language production for every student. Exercises include those that divide the class into groups of two or three for short discussions, that provide questions demanding real answers, and that give students a chance to speak and write briefly on topics that allow them to voice their own opinions and tell what they know.

2. Almost without exception, all the items in a specific exercise focus on a given subject so that a student does not have to cope with change of thought as well as with grammar.

3. The exercises are largely new. The only ones that have been retained from the third edition are those that have proven especially popular with the authors' students.

4. Students have more opportunity to learn grammar rules inductively. They use a given grammatical structure in interesting context. Then, by guided questioning, they formulate hypotheses about the meaning inherent in the structure.

5. When rules are given, they are stated more succinctly, leaving more text space for exercises in actual use of the language.

6. Much of the material provided as a basis for drills and discussions is new. As in former editions, this new material focuses on Americana—American history, geography, famous personalities and places, social and family relations, regional differences, institutions, campus customs.

7. The material preceding Lesson 1, “An Introduction to the Pronunciation of American English,” has more exercises in which the student learns the principles by performing rather than just reading the rules.

Vocabulary is purposely not as controlled as it is in texts designed for beginners or lower intermediate students. Students who use this text for the most part are taking or soon will be taking college classes conducted in English or will be otherwise functioning in an English-speaking society. Thus they need to learn to grasp meanings from the context of the situation and to tolerate some ambiguity in the process. The text helps them acquire vocabulary, in some cases by explaining the meanings of unfamiliar words and idioms, and in others by guiding students to determine meanings for themselves.

The authors wish to express appreciation to their students, whose interests and problems with English and with American society have served as a basis for preparing this text, and whose mistakes have helped us to understand their needs. We also wish to thank those who have helped in preparing the manuscript.

GLADYS DOTY  
JANET ROSS

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