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AMERICAN

R I W

AMERICAN
ENGLISH
COURSE

R I W

THE NATION'S CAPITAL

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PREFACE TO THE TEACHER

This text is Book 5 of the series of nine textbooks of the AMERICAN ENGLISH COURSE, each designed to cover the work of 36 hours of classes at this Institute. This series of texts has been written in the light of the Institute's experience in teaching English to almost 200,000 Spanish-speaking people during a twenty-four year period, and has been successfully tried out in preliminary form with several thousand students.

This book is based on our conviction that the teaching of a second language is more effective if the student first learns to speak, regardless of whether the eventual aim is speaking, understanding, writing, reading, or all four. We believe that in order to learn to speak, one must become familiar with the oral use of the language through repetition, until the patterns of pronunciation, structure and form become automatic. Our experience has made us certain that lengthy explanations or "rules," with their still lengthier lists of exceptions, although possibly teaching the student a great deal about a language, do not teach him to use it.

Our aim has therefore been to present, through the use of examples, the principal patterns of the English language as used by educated speakers in the United States, following these examples with practice, corrections and original work within the framework of the pattern in question.

We have found in teaching structural material that we achieve the best results if we adhere to certain practices, which we shall describe briefly:

1. *Patterns of structure, form and pronunciation are presented inductively through choral repetition.*

a. The *Choral Repetitions* present the material in context. A minimum of three repetitions by the group as a whole should serve to introduce a given pattern initially.

b. Since the *sound* patterns of English are of equal importance with the grammatical structure, it is essential that the teacher, in reading the Choral Repetitions, use normal, unhurried, clear speech, and that he insist that the students, in repeating after him, observe the proper patterns of rhythm, breath groups and sentence stress.

c. *Explanations* are avoided whenever possible, the time being spent on hearing and practicing actual usage, rather than talking about it. Occasionally, of course, it will prove useful, after the students have begun to be familiar with a certain pattern, to help them formulate a simple statement of how and when that pattern is used.

2. *All material is presented in class before the students attempt to study it outside.*

a. The *exercises* are intended for individual recitation *after* the corresponding Choral Repetitions have familiarized the class with the patterns involved, and are designed to help the students gain fluency and self-confidence in using these patterns.

UNIT FIVE

HAVE YOU EVER STUDIED FRENCH?

CHORAL REPETITION A

1. Have you ever studied French? My teacher was French. Yes, I have. I STUDIED it in high school.
2. Has your father ever lived in Central America? He WORKED in Colombia. Yes, he has, and he's also lived in South America.
3. Have the Scotts ever visited London? Yes, they have. They WERE there last year, but they didn't stay very long for several years.
4. Have you ever been late for your English class? Yes, I have. I WAS late a few times last year because I missed my bus. *extranar perider*
5. Have you ever gone to Costa Rica on your vacation? Yes, I have. I SPENT a couple of weeks there last winter. Have you ever been there?
6. Have you ever taken a trip by plane? Yes, I FLEW to Acapulco once. I enjoyed the trip very much.

EXERCISE 1A

Observe the answers to the questions in Choral Repetition A. These are examples of some of the different ways in which you can answer questions with TWO IDEAS instead of one. Notice that when a short answer is given (Yes, I have. Yes, he has,) etc., TWO MORE ideas are included. With your book open, answer the following questions in the affirmative. Give TWO LOGICAL, CONNECTED IDEAS for each answer. Try to give answers which are similar to those given in Choral Repetition A.

1. Have you ever gone to a lecture in English?
2. Have you ever danced with a Brazilian?
3. Have you ever seen an Italian movie?
4. Has your father ever won (gained) any money in the lottery?
5. Have you ever been in South America?
6. Have your parents ever been to Canada?
7. Have you ever met an American tourist?
8. Has your boss ever advised you to study English?



Amphitheater in Arlington National Cemetery. Arlington, Virginia.

9. Have you been able to get off early very often lately?
10. There haven't been many holidays this term, have there?
11. Has Mr. Campos just started studying English?
12. Haven't you seen the picture at the Cosmopolitan yet?

DIALOG 1

- A. Have you finished your homework?
- B. Yes, I have. I finished it right after supper last night.

Does your cousin *want to study* music in Europe?

Yes, he *wants to*, but his father doesn't want him to go until he's 18.

6. Do you and your family *like to travel*?

Yes, we *do*, but we haven't taken any trips lately.

Where *would* your family *like to spend* their next vacation?

My father *wants to stay* home, but the rest of us *want to go* to Europe.

Where *does* your family *want to spend* their next vacation?

They'd *like to go* to Chile, but they don't have enough money.

Pronounce these contractions after your teacher.

I'd like . . . I would like

we'd like . . . we would like

you'd like . . . you would like

he'd like . . . he would like

they'd like . . . they would like

she'd like . . . she would like

EXERCISE 1A

Example: a) Bruce likes music.

(*The Murrays ... to travel*)

The Murrays like to travel.

1. I ... to sleep late

4. Children ... toys

2. Mr. and Mrs. Rosenberg... television

5. Ed ... to dance

3. My sister ... to cook

6. My father ... coffee

b) Does Bruce like music?

Yes, he does.

(*the Murrays ... to travel*)

Do the Murrays like to travel?

Yes, they do.

1. you ... to sleep late

4. children ... toys

2. Mr. and Mrs. Rosenberg... television

5. Ed ... to dance

3. your sister... to cook

6. your father ... coffee

e) The teacher wants some coffee.

(*Gene and his sister ... to study French*)

Gene and his sister want to study French.

1. Mike ... to buy a car

4. Mr. Lane ... another job

2. I ... a raise in salary

5. Mr. and Mrs. Larson ... a new house

3. My family and I ... to go to France

6. Dr. Klein ... to visit the United States

d) Would the teacher like some coffee?

Yes, she would.

(*Gene and his sister ... to study French*)

Would Gene and his sister like to study French?

Yes, they would.

1. Mike ... to buy a new car

4. Mr. Lane ... another job

2. you ... a raise in salary

5. Mr. and Mrs. Larson ... a new house

3. you and your family...to go to France

6. Dr. Klein ... to visit the United States

e) Gene and his sister want to study French.

They'd like to study French.

(*The teacher ... some chalk*)

The teacher wants some chalk.

She'd like some chalk.

1. Mike ... to buy a car

4. Mr. Lane ... another job

2. I ... a raise in salary

5. Mr. and Mrs. Larson ... a new house

3. My family and I ... to go to France

6. Dr. Klein ... to visit the United States

EXERCISE 11A

Answer these pairs of questions with **TWO COMPLETE, LOGICAL** ideas.

(CLOSE YOUR BOOK.)

1. Does your family like to go swimming?

Would you like to go swimming with us next weekend?

2. Would you like a ticket to the football game next Saturday?

Do you like football?

D. Example: a) My mother got up at 6 o'clock this morning.
(again tomorrow morning)
She's GOING TO GET UP at 6 o'clock again tomorrow morning.

(CLOSE YOUR BOOK.)

* 1. My cousin is 22 years old.
(twenty-three tomorrow)
is going to be

2. Mrs. Wilson likes to make sweaters.
(a blue sweater for her son next month)

3. Don't you usually go home on the bus?
(tonight)

4. There are usually a lot of people at the bullfight.
(next Sunday)

5. Do you like to answer letters?
(Mike's letter tomorrow)

6. Mr. and Mrs. Allen don't often take trips in the summer.
(next summer)

7. The stores downtown sometimes stay open very late, don't they?
(until 9 o'clock next Saturday)

8. The Grants visited their relatives in Puerto Rico last January.
(again next January)

9. Do you often have lunch with your cousin on Saturday?
(next Saturday)

10. Our class is usually over on time.
(today)

E. Example: a) It RAINED for two hours yesterday.
(a lot lately)
It'S RAINED a lot lately.

(CLOSE YOUR BOOK.)

1. My father got up early this morning.
(every morning for the last two weeks)

2. It was very hot yesterday.
(for the last few days)

* 3. Didn't Mr. Lane drive a bus for five years?
(a taxi since last year)
wasn't before a taxi since last year

4. I saw a good movie last night.
(several good movies lately)
5. You studied at the French Institute for a year and a half, didn't you?
(here for almost two years)

6. There was a party at the club last week.
(a lot of parties ... lately)

7. Wasn't Mrs. Marshall sick last week?
(a lot recently)

8. Most of the students in this class were in Course 4 last term.
(Course 5 for three months)

9. I didn't have to work late last night.
(for a long time)

10. Did you stay in bed all day last Sunday?
(ever ... on Sunday)

F. Example: a) My boss asked me to write a letter in English yesterday.
(often)
He often asks me to write letters in English.

(CLOSE YOUR BOOK.)

1. The Turners owned a drugstore for five years.
(a furniture store now)

* 2. Irene is married.
(since last year)
she has married since last year

3. Did you get off early last Saturday?
(next Saturday)

4. The company my brother works for hired two new employees yesterday.
(a lot of people these days)

5. I always enjoy piano recitals.
(last night)

6. Were you in a hurry this morning?
(usually ... in the morning)