


1984

Different ≠ Better (or Worse) – An American English Reader

Shirley Hayes
SIT Graduate Institute

Follow this and additional works at: https://digitalcollections.sit.edu/ipp_collection

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), [Curriculum and Instruction Commons](#), and the [Educational Methods Commons](#)

Recommended Citation

Hayes, Shirley, "Different ≠ Better (or Worse) – An American English Reader" (1984). *MA TESOL Collection*. 581.
https://digitalcollections.sit.edu/ipp_collection/581

This Thesis is brought to you for free and open access by the SIT Graduate Institute at SIT Digital Collections. It has been accepted for inclusion in MA TESOL Collection by an authorized administrator of SIT Digital Collections. For more information, please contact digitalcollections@sit.edu.

DIFFERENT ≠ BETTER (OR WORSE)
- AN AMERICAN ENGLISH READER

by Shirley Hayes
B.A. Drake University 1974

Submitted in partial fulfillment of the requirements for
the Master of Arts in Teaching degree at the School for
International Training, Brattleboro, Vermont.

January 1, 1984

This project by Shirley Hayes is accepted in its present form.

Date January 1, 1984

Principal Advisor Bonnie Jennell

Project Reader James S. Stone

Author: Shirley Hayes

Title: Different ≠ Better (or Worse) - an American English Reader for
Advanced ESL Students

Degree awarded: Master of Arts in Teaching

Year degree was granted: 1984

Name of project advisor: Bonnie Mennell

Program: MAT

Author's current address: Jonesboro, Arkansas, USA

Abstract:

This reader consists of a series of reading units dealing with unique aspects of American culture seen in a historical perspective. The units are entitled "Different ≠ Better (or Worse)", "The Pioneer Spirit", "Melting Pot", "Mobility", "Youth and the Elderly", and "Interdependence". It is intended for use by post-secondary or upper secondary advanced students, in courses given either in the United States or abroad. There are six units, each with the same general format. Each unit has one article, a list of key definitions, questions for comprehension, exercises for the understanding and use of vocabulary and grammar, famous quotes, song lyrics, and questions for discussion and/or composition. Background material and suggestions for the use of the reader are also included.

TABLE OF CONTENTS

INTRODUCTION	1
SAMPLE PRESENTATION OF A UNIT	4
UNIT ONE - DIFFERENT/BETTER (OR WORSE)	
Pictures	11
A. Key Vocabulary	13
B. Article	15
C. Questions for Comprehension	18
D. Exercises for Vocabulary	19
E. Exercises for Grammar	20
F. Song Lyrics	23
G. Notable Quotes	23
H. Questions for Discussion and/or Composition	24
UNIT TWO - THE PIONEER SPIRIT	
Pictures	26
A. Key Vocabulary	28
B. Article	30
C. Questions for Comprehension	32
D. Exercises for Vocabulary	32
E. Exercises for Grammar	33
F. Song Lyrics	35
G. Notable Quotes	36
H. Questions for Discussion and/or Composition	36
UNIT THREE - MELTING POT	
Pictures	39
A. Key Vocabulary	40
B. Article	42
C. Questions for Comprehension	45
D. Exercises for Vocabulary	45
E. Exercises for Grammar	47
F. Song Lyrics	51
G. Notable Quotes	52
H. Questions for Discussion and/or Composition	52
UNIT FOUR - MOBILITY	
Pictures	55
A. Key Vocabulary	57
B. Article	59
C. Questions for Comprehension	61
D. Exercises for Vocabulary	62
E. Exercises for Grammar	63
F. Song Lyrics	65
G. Notable Quotes	66
H. Questions for Discussion and/or Composition	66

UNIT FIVE - YOUTH AND THE ELDERLY

Pictures	68
A. Key Vocabulary	69
B. Article	71
C. Questions for Comprehension	74
D. Exercises for Vocabulary	74
E. Exercises for Grammar	76
F. Song Lyrics	78
G. Notable Quotes	79
H. Questions for Discussion and/or Composition	79

UNIT SIX - INTERDEPENDENCE

Pictures	81
A. Key Vocabulary	83
B. Article	85
C. Questions for Comprehension	87
D. Exercises for Vocabulary	88
E. Exercises for Grammar	89
F. Song Lyrics	91
G. Notable Quotes	92
H. Questions for Discussion and/or Composition	92

BIBLIOGRAPHY	93
--------------------	----

APPENDIX.....	95
---------------	----

INTRODUCTION

This reader consists of a series of reading units dealing with unique aspects of American culture seen in a historical perspective. It is intended for use by post-secondary or upper secondary advanced students of English as a Second Language, in courses given either in the United States or abroad.

There are six units, and the general format for each is the same. Each unit has one article which is approximately 600-800 words in length. It is accompanied by a list of key definitions, questions for comprehension, exercises for the understanding and use of vocabulary and grammar, famous quotes, song lyrics, and questions for discussion and/or composition. A cassette tape is included with the music for all the songs.

The author feels that the passive mastery of vocabulary represents one half of the battle of reading comprehension, and mastery of grammar the other half. Therefore, each unit has two exercises for vocabulary and two for grammar. The key definitions are included to remove doubt about which meaning applies in the given context, to save time, and to provide an opportunity for students to see how English words are part of word families. The comprehension questions give students practice in literal reading skills while the discussion/composition questions deal with critical reading. There is ample opportunity for the students to directly use writing skills, as well as listening and speaking skills.

The author has assumed that the students using this reader have a relatively mature intelligence, and that they can effectively assimilate the material on different cognitive levels. The content of the article, the song, the quotes and the discussion/composition questions are intended to be thought provoking, and to encourage further study and analysis of the

new subject matter, as well as of each student's own background. The students are sometimes asked to make comparisons between a particular aspect of American culture and a parallel or similar aspect within their own cultures.

Many students of English as a Second Language often have false or incomplete impressions of the United States, and they often base value judgements on these impressions. This is, of course, also true for students of any foreign language, both in their native country and in a country where that language is spoken. Therefore, the author has chosen cultural relativity as the theme of the first unit, whose title is Different ≠ Better (or Worse). The message of that title is meant to encourage the students - and the teacher - to let go of preconceptions and to freely experience the material. Any value judgements should then be arrived at after careful thought, with some basis in fact. The concept of seeing cultural differences as examples of the rich and positive diversity of humankind is stressed.

The author feels that the phenomena represented by the titles The Pioneer Spirit, Melting Pot, Mobility, and Youth and the Elderly are striking and somewhat unique features of American society. A knowledge of these particular phenomena will help students of English as a Second Language in understanding the background of some of the differences between American culture and other cultures. This is why these features of American society were chosen as the foci of units II, III, IV and V.

The focus of the last unit is interdependence. The ideas of who invented what first and of who gets how much of what products from whom are brought out as having secondary significance. The main consideration is the fact that all peoples have historically depended on one another, and

will continue to need to do so.

Although the author is an American by birth, she has tried to be objective and fair in her writing about American culture and history. However, it is impossible for any writer to be so completely detached from his background that he shows no bias. Consequently, some personal values and opinions have probably found their way into the text. This should in way hinder constructive use of the material.

SAMPLE PRESENTATION OF A UNIT

SKELETAL OUTLINE

The following steps represent one possibility among many for presenting a unit. Done according to these recommendations, an entire unit would probably take about ten hours of class time. However, depending on the teacher's own style, priorities and preferences, a unit could take anywhere from five to fifteen hours of class time.

STEP 1: TEACHER PREPARATION

Familiarize yourself thoroughly with the content of the unit and with its format. In this way, any questions about the information presented, or about how to do the exercises and questions may be easily handled.

STEP 2: UNIT TITLE

Work with the students on the understanding of the unit title, in both a literal and a figurative sense. First, ask them what they think the word(s) mean, and ask them to give example sentences using the word(s). The students will probably be defining the word(s) literally at this point. Have one student put all this on the chalkboard (or on a large sheet of paper). Then put the definition(s) of the title word(s) as found in the key vocabulary list on the board. Discuss any similarities and/or discrepancies in general meaning and use between what the students thought of and what you wrote.

Now concentrate on a more figurative meaning of the word(s). Ask the students for some different examples, thoughts or paraphrases about the title word(s) as a whole. Try to get them to come up with various possibilities as to what the unit might be about. If they are not able to

provide much more input, you may give illustrations and examples to suggest what the title might be referring to. You may add this information to what is already on the board.

STEP 3: PICTURES

Tell each student to study the pictures for the unit for about 2 to 3 minutes. Instruct them to write down any words, phrases or complete sentences that come to mind. Next, have them form groups of three to five and share their impressions with one another. Tell each group to first choose a spokesperson who will report the highlights of the discussion to the class.

STEP 4: VOCABULARY

Read through the introductory paragraph of the key vocabulary list with the students. Make sure they understand that the definitions given in the list are the ones used in the article, but that most English words have at least one more meaning. Have each student study the list individually. Then, review the list with the whole class, asking the students to give sentences illustrating the meaning of each word. You will likely need to provide sentences for many of the words.

Using the related words given in the list as examples, point out how English words are part of word families. The related words may be used as starting points for work on the roots, prefixes and suffixes of word formation. They may also be used for work on the recognition and functions of the parts of speech.

STEP 5: ARTICLE

The actual reading of the article may be done in or out of class. Tell the students to read the article once through without stopping, in order to have them get as much meaning as possible from the entire context.

Instruct them to read it again. This time, they should initially refer to the context when meeting a new word or phrase. When necessary, they may look at the key vocabulary list, or use an English/English dictionary.¹

Have them mark anything that is at all confusing. Then have the students share their marked words or passages with the class. Put the more common and key ones on the board for explanation.

STEP 6: COMPREHENSION QUESTIONS

The comprehension questions will check the students' understanding of the article and reinforce that understanding. After the students have read the article (whether in or out of class) ask individual students to give oral answers for the questions. They could either have a few minutes to formulate their answers, or they could give immediate responses. After the other students have listened, ask if they agree or disagree with their classmates. Have them refer back to the article, by line number, to make sure each response is correct. Any supporting details found in the article should be brought out as well.

The comprehension questions could be assigned as homework and reviewed in class.

¹ An intermediate level dictionary, such as one used by native speakers in a middle school, might be very helpful for some students. Otherwise, a standard collegiate type dictionary may be consulted.

STEPS 7 AND 8: VOCABULARY AND GRAMMAR EXERCISES

There are six types of vocabulary exercises and twelve types of grammar exercises in the entire reader. Each unit has two different vocabulary exercises and two different grammar exercises. There are quite a number of ways to do them. You may have the whole class work together, have people work individually or have them work in small groups. You may do the exercises orally, as written exercises, or as a combination of both. If desired, some of the exercises may be done at home and then checked in class. However you choose to present them, vary the way they are done, and be certain that all the students fully understand the directions before beginning.

All of the exercises may easily be supplemented by various drills and other activities.

STEP 9: SONG

Play the cassette tape of the song for the students. Instruct them to simply listen and enjoy it, perhaps with their eyes closed. The students should not have the lyrics in front of them at this time, so that they may better appreciate the totality of the sounds they are hearing. Then ask them to share what they think the song is about, and what ideas or images it brings to mind. Play the song again, this time with the students looking at the lyrics. Ask them if their thoughts about the song have changed. Go through the lyrics line by line with them, taking care that they understand most of the vocabulary and grammar. Play the cassette a third time. If it is appropriate, encourage the students to sing along. Discuss the meaning of the song at both a literal and a critical level, particularly as it pertains to American culture and history. Have the students tell you how they think the song relates to the unit theme and to the article.

STEP 10: QUOTES

Have a student read the first quote. Go over it for any new or confusing words or phrases. If possible, give a bit of background information about the author, including the historical time frame. Discuss the meaning of the quote with the students, at a literal level and as it relates to the article. Repeat this process for the other two quotes.

STEP 11: DISCUSSION/COMPOSITION QUESTIONS

These questions are primarily meant to help the students synthesize and internalize the reading material. They should be able to coherently combine some of the new facts and ideas that they have encountered with their prior knowledge and beliefs, and to then make that a part of their own way of thinking.

Divide the class into five groups and assign one question as homework for each group. Discuss any new vocabulary, and make sure that they understand the questions. Have the students write individual compositions, making grammar and vocabulary corrections on them if you feel the other students would not easily understand. You may also write comments on the content of the compositions. Make a compilation consisting of excerpts from all the compositions. For most classes, it will probably not be appropriate to put the student's names on the compilation. Give each student in each group a copy of the compilation for their particular question. Have them choose a spokesperson who will later share the main points of the group discussion with the whole class. To get them started, suggest that someone in the group read each excerpt aloud and that they discuss each separately. Circulate around the classroom, helping to move the discussion along and keep it focused where necessary. Other related topics or subtopics may come up during the discussion, especially when the

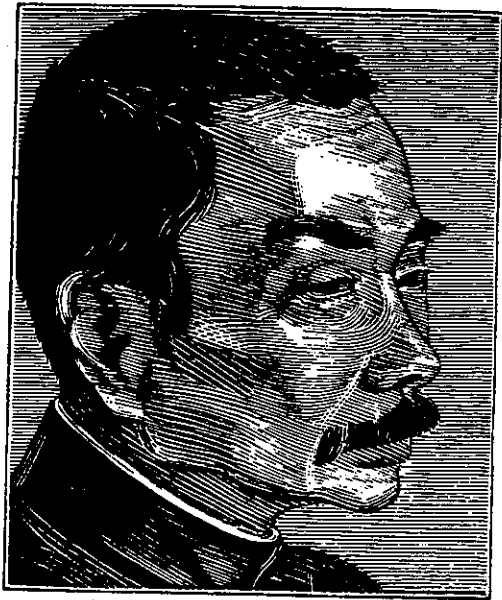
spokespeople are sharing the results of their groups. These opportunities should be taken advantage of, though directed.

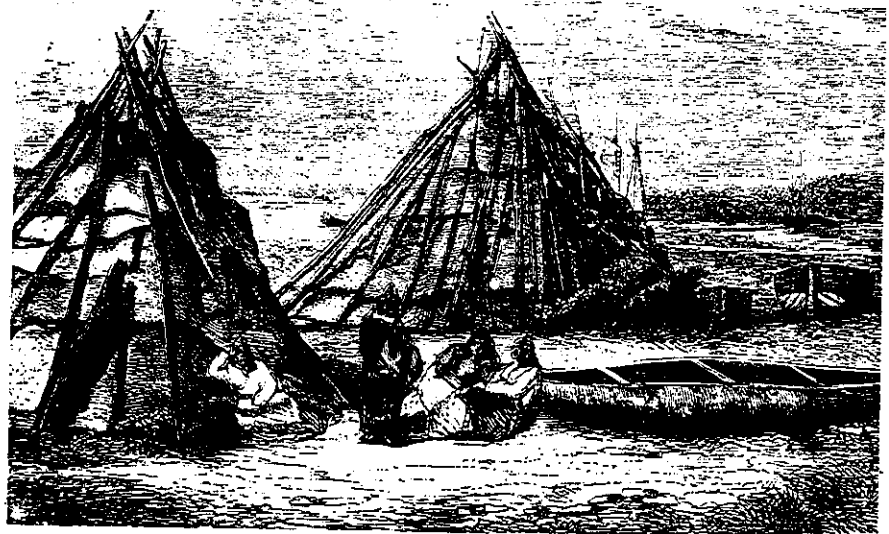
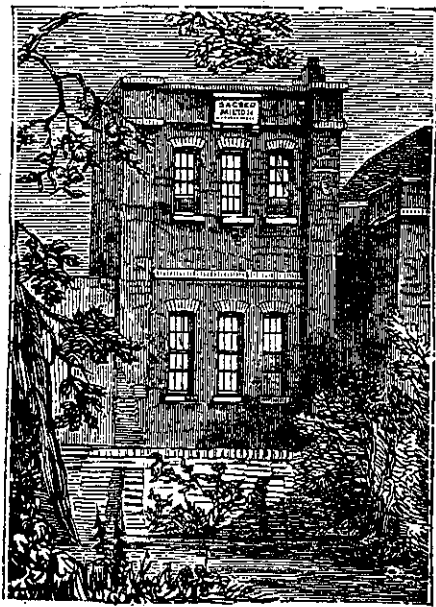
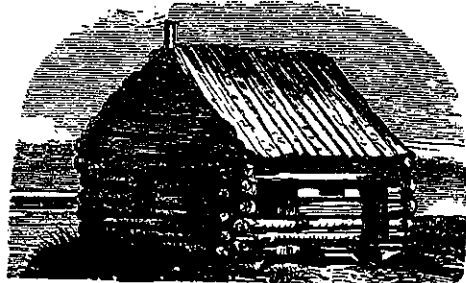
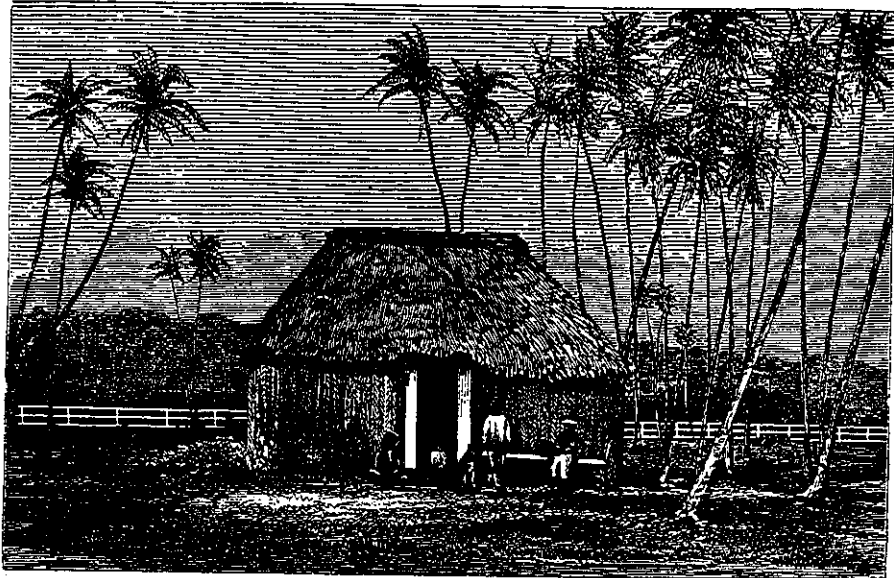
STEP 12: FURTHER WORK

Depending on the availability of interesting and appropriate material relating to the focus of the unit, the teacher may have resources ready for additional reading and activities. For example, each student may choose (or be assigned) a short reading as homework, and later give a brief oral or written report. Or, several students may read the same article and prepare a report together.

UNIT ONE

DIFFERENT ≠ BETTER (OR WORSE)





A. KEY VOCABULARY

This is a list of the definitions of some important words from the article you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, ADJ is for adjective, and PREP is for preposition. A common related word is also given for most of the words on the key vocabulary list.

- 1) adaptable
ADJ - able to change to fit, or to become used to new or different conditions; adjustable.
V - to adapt.
- 2) ally
N - a person or country that has joined with another for a special purpose.
V - to ally.
- 3) better
ADJ - more excellent than another; improved in condition; superior.
V - to better.
- 4) circumstance
N - a condition, fact or event that goes along with and usually affects something or someone else.
- 5) consequence
N - something that happens because of another action or condition; result; effect.
ADV - consequently.
- 6) contrast
N - a great difference; comparison, especially when it is used to show differences.
V - to contrast.
- 7) convenience
N - comfort, ease or advantage; anything that saves time and effort.
ADJ - convenient.
- 8) cooperation
N - the act of working together.
V - to cooperate.
- 9) count on
2 PART V - to find support or help; rely; to have a feeling of trust.
- 10) determine
V - to decide or settle; to be the cause of; to influence.
N - determination.
- 11) different
ADJ - not the same; unlike; separate; diverse.
N - difference.
- 12) empire
N - a group of countries, lands or peoples under one government or ruler.

- 13) exchange - an act of giving one thing for another; an act of trading.
N
V - to exchange.
- 14) exist - to be real; to be found.
V
N - existence.
- 15) expose - to make known or disclose; to uncover or reveal.
V
N - exposure.
- 16) generalization - the act or process of drawing general conclusions.
N
V - to generalize.
- 17) hygiene - things that must be done to keep people and places healthy and clean.
N
- 18) loyal - faithful and true to a person, country, idea or thing.
ADJ
N - loyalty.
- 19) manufacturing - the business of making things usually by using machines, but also by hand.
N
V - to manufacture.
- 20) obvious - easy to see, understand or notice; very clear.
ADJ
ADV - obviously.
- 21) quality - a part of person's or group's looks, character or personality.
N
- 22) reality - someone or something that is real; actual existence.
N
- 23) rebirth - a new or second birth or beginning.
N
ADJ - reborn.
- 24) reflection - something that shows or expresses something else; an image given back (as with a mirror or clear water).
N
V - to reflect.
- 25) restrict - to keep within boundaries; confine.
V
N - restriction.
- 26) royalty - kings, queens, and their family members; the position or power of such a member.
N
ADJ - royal.
- 27) self-sufficient - able to provide for one's own needs alone.
ADJ
- 28) spread - to make or become widely known; to reach out over an area; extend.
V

- 29) take for granted - to believe to be true, real or as expected,
V PREP ADJ without question or proof.
- 30) trade - the business of buying and selling; an exchange of
N one thing for another.
V - to trade.
- 31) vast - very great in area, size, or amount; extremely
ADJ large.
N - vastness.
- 32) worse - less excellent than another; not improved in
ADJ condition; more inferior.
V - to worsen.

B. ARTICLE: DIFFERENT ≠ BETTER (OR WORSE)

1 Throughout the world, people take it for granted that they are
different. An American might think, for example, that the Laotians eat
rats, and monkeys, while a Laotian might think that Americans eat raw
meat. It would be surprising for them both to discover that instead
5 of rats, monkeys or raw meat, they both eat bread and cabbage. In a
similar way, a Mexican might think that the French all wear berets and
ride bicycles, while a Frenchman might believe that all Mexicans wear
sombros and sleep in the afternoon. But in reality, one
generalization is about as true as the other.

10 People do have real differences, however; in skin, hair and
height, as well as of food, dress, home and language. These
differences may be seen as the consequences of geography, history, and
science. Peoples' point in space (geography), their place in time
(history) and their level of technology (science) have produced their
15 customs, habits, languages, ways of thinking and governments.

The geography of England and Japan, for instance, has made the two
countries very much alike. They are both small island nations,

restricted by the sea, the land and the climate. These physical features have led both peoples to count on their countrymen for many
20 daily needs, to be loyal to their royalty, and to dream of having an empire. The English have already made their empire; the Japanese perhaps still hope for one.

In contrast, the geography of a large country like the United States or China has given these peoples some different qualities. The
25 great size and variety of land, the many types of climate and the many different kinds of food that can be grown in both countries have made the Chinese and the Americans self-sufficient, changeful and adaptable. Neither country has sought to make an empire, for they already have vast territories. So, the physical features of a country can shape the
30 lifestyle and preferences of its people.

In addition to geography, history has played a large part in bringing about differences between peoples. The various wars that have taken place have exposed people to others that they might not have known at all. It is true that this wartime exposure has generally been
35 negative, but as a result, many people have wanted to know more about their enemies and about their allies.

The war between Argentina and England over the Falkland Islands led the Argentines, the British and the world at large to want to know where the islands were, why they were important and who lived there.
40 Until that war, many people had not even known that the Falkland Islands existed. Special newspaper articles, television programs, and photography and art shows about the war and the countries involved helped people to understand the problems and the possible solutions. Through the experience of war, many have seen beyond the obvious

45 differences between peoples to greater possibilities for exchanges
between cultures.

In times of peace, there have not only been possibilities of such exchanges, but they have come to be realized. The European Renaissance was one such exchange. During the Middle Ages (also called the Dark
50 Ages), life seemed dark for many people for almost one thousand years. Then, starting in the thirteenth century, increased and regular trade began between Europeans and peoples in the Middle East (the Arab world), the Near East (India and central Asia) and the Far East (China). It was not only things that were traded, but also ideas. New
55 philosophical knowledge came to Europe through the East; knowledge that caused the Europeans to look towards the excellent ideas of their own ancient past. As a result, the arts, education, the economy, the religious systems and the political systems grew and improved much more quickly than they had during the Middle Ages. This renaissance,
60 or rebirth, of eastern and more ancient ideas continued, and even spread to North America.

As time passed, new knowledge again was shared. This time, it was practical knowledge of hygiene, medicine, manufacturing and communications that came from the West to the East. It is modern
65 science, which began in the West, that has made a better physical life, greater conveniences and new forms of communication more easily available to more people. There are still, however, differences in the degree to which people are able to put this technology into use. But the possibility of doing so is increasing all over the world, as more
70 countries see the need for cooperation.

Through this cooperation, through study of geography and history, through travel and through communication, people are learning more about the differences in humankind, and about why these differences exist. They are simply reflections of circumstances, not reflections of better or worse qualities.

There is a well-known proverb in English which says, "The grass is always greener on the other side of the hill." When a person is on one side of a hill, the grass that is on the other side LOOKS greener - and greener grass is believed to be better. But if he goes over to that other side, then the grass on the side of the hill where he just came from seems to be the greenest. So it seems then, that the idea of "better" or "worse" is determined by one's point of view.

C. QUESTIONS FOR COMPREHENSION

- 1) What would be surprising for both an American and a Laotian to discover?
- 2) What has produced the different customs, languages and governments of the world?
- 3) What are some of the similarities between England and Japan?
- 4) How has the geography of China made its people to be?
- 5) What has been one result of war?
- 6) What came to Europe at the end of the Middle Ages?
- 7) Where has the practical knowledge of technology come from?
- 8) How are people learning about the differences in humankind?

D. EXERCISES FOR VOCABULARY

- 1) Choose the word(s) out of each group that does not belong with the others. Underline that word(s).

example: green, old, book, nice

- a) better, contrast, worse, different
- b) quality, ally, obviously, reality
- c) worsen, empire, expose, manufacture
- d) reflect, convenient, restrict, cooperate
- e) existence, difference, circumstance, obvious
- f) reborn, vast, spread, adaptable
- g) self-sufficient, count on, adapt, take for granted
- h) royalty, exposure, loyalty, manufacture

- 2) Fill in each blank with the correct word form this list. If necessary, change the form of the word.

obvious	convenience
expose	exchange
consequence	determine
reflection	generalization
spread	royalty
loyal	vast

- a) The _____ that all American universities require international students to have a TOEFL score is not accurate.
- b) When you see the look on his face, it is _____ that he does not care for hot peppers.
- c) Shanti, who comes from Nigeria, is one of the students in the foreign _____ program.
- d) In some countries, people are _____ to their governments even when they do not agree with the decisions being made.

- e) One negative _____ of the increasing number of automobiles in the world is the increase in air pollution.
- f) The number of people coming to the dinner will _____ how much rice and how many vegetables to buy.
- g) When a child does something wrong, it may be a _____ of how well the parents have done their job.
- h) It took many years to _____ all of what happened during the Vietnam War.

E. EXERCISES FOR GRAMMAR

- 1) Knowing how to use prepositions in English can be difficult for many students. One of the reasons for this is that English has more prepositions than most other languages. Also, prepositions do not always translate correctly from another language into English. Some of the more common prepositions are of, in, to, with, at, for and from. All of the above prepositions have at least one meaning related to physical space, or to time. These meanings are not too difficult and are usually the first ones that students learn. But there are other kinds of meanings for prepositions in English which often cause problems for students. The best way to learn how to use them is through practice, rather than memorizing the many different definitions.

Look at this sentence from the article. You can see that the meaning of one of the prepositions is related to physical space or time. The meaning of the other preposition shows an abstract relationship between two nouns, not a relationship in space or time.

People's point in space (geography), their place in time (history) and their level of technology (science) have produced their customs, habits, languages, ways of thinking and governments. (line)

Fill in each blank in the following paragraph with one of these prepositions: of, from, to, with, at, for, or in. Consider meanings related to physical space or time, as well as other, more abstract meanings.

There is a new movement spreading _____ the United States. called the Back _____ the Land Movement, or Back _____ Basics. The general idea is that people have been living too far _____ the most basic and natural human

need - land. Americans used to live close _____ the land, growing their own food, making their own houses and clothing, and trading _____ their neighbors _____ the other things they needed. Now, some people feel that they would like to get back _____ a more natural way _____ living. Even though they cannot do all that the earlier Americans did, they try to _____ least grow some _____ their own food, and trade or make some _____ the items that they need. They can then use modern conveniences and still get back _____ the land.

- 2) Quotation marks are sometimes used to show that the words of someone else are being stated. There is another way to show this, without using quotation marks, called reported speech. Look at this sentence from the article, which uses punctuation to quote someone's words.

There is a well-known proverb in English which says, "The grass is always greener on the other side of the hill."

If the writer had wished to use reported speech instead, she could have written the sentence as follows:

There is a well-known proverb in English which says that the grass is always greener on the other side of the hill.

Both statements and questions can be put into reported speech. Look at this example, first written with quotation marks and then written using reported speech.

The news reporter said to the meteorologist, "What kind of weather will we have this weekend?"

The news reporter asked the meteorologist what kind of weather we would have this weekend.

The verb in the second sentence has been put in the past. This is how all statements and questions with reported speech are formed. The first example, the sentence from the article, is not put into the past because a proverb is something that is thought to be always true.

Now put each of the following sentences into reported speech, as the examples above.

- a) Mele said, "We are going to have to wait until the end of the rainy season to plant our garden."
- b) After the speeches were over, the director said, "I will now present the certificates and awards to the outstanding students."
- c) An ancient oriental proverb says "There are thirty-six ways to escape, but the best is to run away."
- d) Beryl said to me, "When did you finish writing your term paper?"
- e) As he was running into the other room Dag cried out, "I didn't do it! It's not my fault!"
- f) When the children came home late they said, "We're sorry we're late. What's for dinner?"
- g) In France, there is an adage which says "You cannot make an omelet without breaking the eggs."
- h) Mosuck looked at her and asked "Why didn't you tell me about the accident when it first happened?"

F. SONG LYRICS

WORLD CITIZEN

by Christopher Ruhe-Schoen

- 1 Im the world citizen. The whole world is my home.
And I am not a foreigner no matter where I roam.
All men are my brothers. We're all the same inside.
As through the void of endless space together we do ride.
 - 2 I am the world citizen. You've seen my face before.
In every smoky city, by every sandy shore,
In every child that runs and skips, yes, in every man that toils.
And I claim the whole world for myself - her trees, her seas, her soil.
 - 3 I am the world citizen. Please hear my call.
In the map that God drew, there's not one line or wall.
The earth's a wondrous, lovely sphere, in a vast and trackless sea,
And I celebrate her comforts and her fair fertility.
 - 4 I am the world citizen. I'm German and a Jew.
I'm from the steppes of China and the forests of Peru.
In Africa you'll find me. Yes, in North America too.
I am the world citizen, and I share my world with you.
- Yes, I want to share my world with you.

G. NOTABLE QUOTES

- 1) "All the world is queer save me and thee; and sometimes I think thee is a little queer."
- attributed to a Quaker,
speaking to his wife
- 2) "If a man be gracious and courteous to strangers, it shows he is a citizen of the world, and that his heart is no island cut off from other lands, but a continent that joins to them."
- Francis Bacon, 1625
English Statesman, essayist
and philosopher
1561 - 1626
- 3) "You can never understand another person until you have walked a mile in his moccasins."
- American Indian proverb

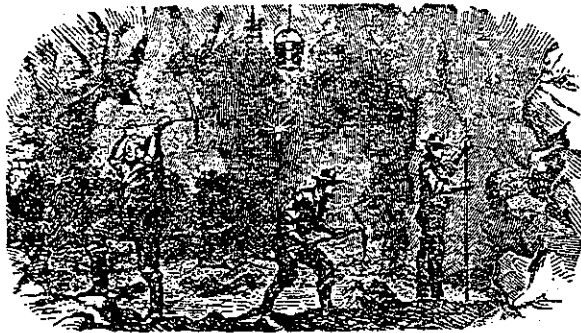
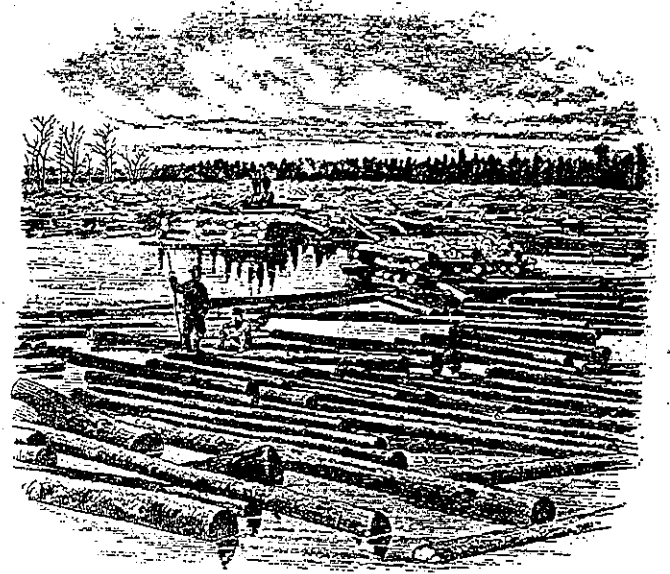
H. QUESTIONS FOR DISCUSSION/COMPOSITION

- 1) How do you think that geography, history and science have affected people in your country? Use examples to support your ideas.
- 2) What are some characteristics that are different between people in your culture and those in the United States? Do you think that some of these characteristics are better and some are worse? Why or why not?
- 3) Do you believe that all people are "the same inside" as Ruhe-Shoen writes in his song? Explain your views. Do you believe that the whole world is your home? Why or why not?
- 4) According to the Quaker (quote number one), even his wife sometimes seems "queer". Does it ever seem that everyone, even those closest to you, is strange? Illustrate your answer with a situation.
- 5) Do you think it's true that you can never understand someone else "until you have walked a mile in his moccasins" (quote number three)? Why or why not? What might be some of the ways that people could walk in another person's shoes?

UNIT TWO

THE PIONEER SPIRIT





A. KEY VOCABULARY

This is a list of the definitions of some important words from the article you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, ADJ is for adjective, and PREP is for preposition. A common related word is also given for most of the words on the key vocabulary list.

- 1) adequate
ADJ - able to fill a need; sufficient; satisfactory.
ADV - adequately
- 2) conquer
V - to overcome, gain or win by physical, mental or moral power.
N - conqueror
- 3) control
V - to have power over; to govern to direct.
ADJ - controllable.
- 4) depend
V - to find support, rely; to have confidence, or a feeling of security or trust.
ADV - dependably.
- 5) destination
N - the place or point to which someone or something is going or is directed to; goal.
V - to destine.
- 6) dramatic
ADJ - attracting attention through unusual or noticeable qualities; like a drama in emotional content.
ADV - dramatically.
- 7) due to
ADJ PREP - because of; caused by.
- 8) equalize
V - to make equal; to make the same.
N - equalization.
- 9) expansion
N - increasing, developing, opening up or spreading out; expanse.
V - to expand.
- 10) extend
V - to cause to be larger or longer; to increase; to spread out; to expand.
N - extension.
- 11) frontier
N - an area just beyond or at the edge of a settled area; the outer limits of knowledge or success.
ADJ - frontier.
- 12) impetus
N - a strong force; incentive; stimulus.
- 13) lack
N - an unfilled need; a deficiency or absence.
V - to lack.

- 14) merchant
N - one whose occupation (job) is the buying and selling of things for profit.
- 15) miner
N - one whose trade (job) is to take minerals out of the earth.
V - to mine.
- 16) nourishment
N - being provided with food, drink, or other things necessary for life and growth.
ADJ - nourishing.
- 17) opportunity
N - a good chance for advancing, improving or developing; a helpful situation or time.
ADJ - opportune.
- 18) per
PREP - for every; a/an; for each.
- 19) pioneer
N - one of the first to move into (settle) an area; frontiersman; one who originates or helps open up a new line of thought or activity.
V - to pioneer, ADJ - pioneer.
- 20) possession
N - something owned, possessed or belonging to someone; property.
V - to possess.
- 21) prairie
N - a large area of flat or rolling grassland with few trees.
- 22) risky
ADJ - dangerous; hazardous.
N - risk.
- 23) safe and sound
ADJ ADJ - without injury, loss or disease; in good condition; unhurt and healthy.
- 24) stage
N - a period of time, level or step in a process.
- 25) take advantage of
V N PREP - to put to good use; to profit or gain by.
- 26) tradesman
N - a worker in a job where skill with the hands or in art is needed.
- 27) transform
V - to change the form, appearance, structure or condition of.
N - transformation.
- 28) trapper
N - one whose job (occupation) is catching and killing animals for their fur.
V - to trap.
- 29) wilderness
N - an area in its natural condition, where no people have lived or grown plants; uninhabited region.
ADJ - wild.

B. ARTICLE: THE PIONEER SPIRIT

1 The year was 1844. The location was Springfield, Ohio, the United
State of America. The destination was "the West." The people had come
from Scotland, England, Germany, the Netherlands, and Austria, but they
now considered themselves Americans. They were looking for cheaper and
5 better land, and for greater opportunities. So they hired a guide,
packed up some of their possessions, sold their land and houses, and
formed a wagon train.

Each family drove a covered wagon pulled by a team of horses.
They traveled in a long line by day and camped in a circle by night.
10 Some brought their cows, chickens, pigs or oxen. All of them brought
their guns and as much food and water as they could carry. Their guide
tried to take them through the least dangerous areas, where the most
food and water might be available. They crossed mountains, rivers,
prairies, lakes and deserts, and met a few wild animals along the way.

15 Seven months after they started, about half of the pioneers
arrived at their destination. Some had turned back after seeing how
very difficult and dangerous the journey was. Some had died of various
diseases, or from the lack of adequate nourishment. Some had been
killed by Indians, who did not understand why strange people were in
20 their lands with guns.

But those who did arrive safe and sound provided an impetus for
others to go after them. Word traveled back East that more land and
opportunity were still available for those who could get there and
begin to transform part of the wilderness into homes, farms and towns.
25 Most of the pioneers were farmers, but some were explorers, traders,

soldiers, and gold miners. Many trappers, tradesmen and merchants also went West.

In addition to the differences in occupation, the pioneers brought their cultural, language and religious backgrounds with them. Some of
30 these differences, however, were equalized by the common experiences of frontier life. Since there were sometimes as few as two to six people per square mile, the pioneers all learned to depend on self-help. Yet, they took advantage of every opportunity to get together with their neighbors, and even with travelers and strangers. Communities were
35 formed where old lifestyles and ideas had to be changed to fit new situations.

The movement westward covered different geographical areas in stages. Before 1783, the frontier line extended as far west as the Appalachian Mountains. After that, it extended further west up to the
40 Mississippi River. By 1890, there were now more frontier lines on the map. This process of settling America's wilderness had begun before the independence of the of the thirteen colonies in 1776, and continued for over three hundred years.

After the physical frontier had been conquered, the pioneer spirit
45 did not die. People began to look for ways to control nature, so that everyday life would be easier, simpler and less risky. The world of science and technology started to attract modern pioneers towards the frontier of space. The attitude that there is always more to be had, a greater life to lead and another unknown to explore still exists as the
50 symbol of the pioneer spirit in America.

This symbol has existed in many other countries in one form or another. But due to the great amount land, the brief period in history and the mixture of different peoples, the pioneers' expansion of the

United States has seemed more dramatic than similar events in other
55 nations.

C. QUESTIONS FOR COMPREHENSION

- 1) Why did most pioneers leave the homes they had and go into the frontiers?
- 2) Describe how many of them went.
- 3) Why did some pioneers not arrive at their destination?
- 4) What kinds of occupations did the frontiersmen have?
- 5) How were some of the differences between them equalized?
- 6) What are the three stages of westward movement mentioned in the article?
- 7) What could be said to be the symbol of the pioneer spirit in the United States today?
- 8) Why has the westward expansion of America seemed dramatic?

D. EXERCISES FOR VOCABULARY

- 1) Choose the correct answer to replace the underlined word(s) in each sentence.
 - a) People, like animals, cannot depend on their parents forever. They must learn to take care of themselves.
1 - govern 2 - rely 3 - take advantage of
 - b) Throughout the United States, the maximum speed limit for driving on the highways is fifty-five miles per hour.
1 - for 2 - on 3 - an
 - c) There may soon be a lack of petroleum in the world if we do not develop other major sources of energy.
1 - sufficient 2 - deficiency 3 - control

d) Since the food and water is often of poor quality, Shiva says that many people in her country suffer from diseases.

1 - nourishment 2 - beverages 3 - nourishing

e) In many parts of the world, people have to pay money to the government (taxes) on their possessions.

1 - opportunities 2 - occupations 3 - properties

f) Soneat's grocery business has been so good that he is going to extend his store by buying the shop next to his.

1 - expand 2 - expansion 3 - destination

g) The professor told her students that they had to go through all four stages in order to work out the calculus problem.

1 - extensions 2 - destinations 3 - steps

h) Good working conditions and fair pay can provide can impetus for workers to do a better job.

1 - level 2 - incentive 3 - adequate

2) Match each word on the left with a word(s) on the right that has the opposite meaning (antonym).

- | | | |
|-------------------|-------|------------------|
| a) equalize | _____ | safe |
| b) transform | _____ | hurt and sick |
| c) adequate | _____ | inhabited region |
| d) frontier | _____ | make different |
| e) safe and sound | _____ | unsatisfactory |
| f) conquer | _____ | settled area |
| g) risky | _____ | stay the same |
| h) wilderness | _____ | lose |

E. EXERCISES FOR GRAMMAR

1) Sometimes a pronoun, or another kind of word, is used to take the place of a noun (as a noun substitute). It is used to refer to a noun already mentioned or understood. Look at each of these words from the article and tell what noun it is substituting.

Example:

line 10, some - pioneers

- a) line 19, who - _____
- b) line 21, those - _____
- c) line 23, those - _____
- d) line 25, some - _____
- e) line 39, that - _____
- f) line 39, it - _____

Now, read each of the following sentences and give the meaning for each noun substitute.

- g) American Indians have felt a closeness to their land and to nature, and to the wildlife that lives there.
there - _____
- h) The United States is not the only country that has grown by settling a wilderness area. China is another.
one - _____

- 2) The past perfect tense in English is used to express a past event that happened before another past event. It usually occurs with another verb that is in a different past tense. It is formed by adding had to the past participle of the main verb. For an example of the past perfect, look at this sentence from the article.

This process of settling America's wilderness had begun before the independence of the thirteen colonies in 1776 and continued for over three hundred years.

The verb in the past perfect (had begun) describes an action that took place before the action described in the simple past tense (continued). The phrase before the independence of the thirteen colonies in 1776 lets the reader know which action happened first.

For each group of words below, make a sentence using the noun and both verbs. Put one verb in the past perfect and the other in the simple past. Follow the example.

Example:

pioneer - travel/settle

The pioneers had traveled for hundreds of miles before they finally settled permanently.

- a) miner - dig/mine

- b) trapper - catch/kill
- c) explorer - explore/discover
- d) soldiers - fight/win
- e) trader - barter/exchange
- f) merchant - buy/sell
- g) farmer - plant/harvest
- h) doctor - cure/heal

F. SONG LYRICS

SWEET BETSY FROM PIKE

Author Unkown

American Folk Song

(Betsy and Ike went west from Pike County, Missouri to California)

- 1 Oh, don't you rember sweet Betsy from Pike,
Who crossed the big mountains with her lover Ike,
With two yoke of cattle, a large yellow dog,
A tall Shanghai rooster and one spotted hog.

CHORUS:

Saying, "Good-bye Pike County, farewell for a while.
We will come back again when we pan out our pile."

- 2 The Shanghai ran off and the cattle all died.
That morning the last piece of bacon was fried.
Poor Ike got discouraged and Betsy got mad,
The dog wagged his tail and looked wonderously sad.

CHORUS:

Saying, "Good-bye Pike County, farewell for a while.
We will come back again when we pan out our pile."

- 3 They soon reached the desert where Betsy gave out,
And down in the sand she lay rolling about.
While Ike in great tears looked on with suprise
Saying, "Betsy get up, you'll get sand in your eyes."

CHORUS:

Saying, "Good bye Pike County, farewell for a while.
We will come back again when we pan out our pile."

- 4 Sweet Betsy got up with a great deal of pain,
And said she'd go back to Pike County again.
But Ike gave a sigh and they fondly embraced,
And they travelled along with his arm 'round her waist.

CHORUS:

Saying, "Good bye Pike County, farewell for a while.
We will come back again when we pan out our pile."

G. NOTABLE QUOTES

- 1) "Go West, young man, and grow up with the country."

Horace Greely
American newspaper editor and politician
1811 - 1872

- 2) "Use it up, wear it out, make it do, or do without."

Anonymous proverb from New England

- 3) "The frontiers are not east or west, north or south, but wherever a man fronts a fact."

Henry David Thoreau, 1849
American writer, poet and philosopher
1817 - 1862

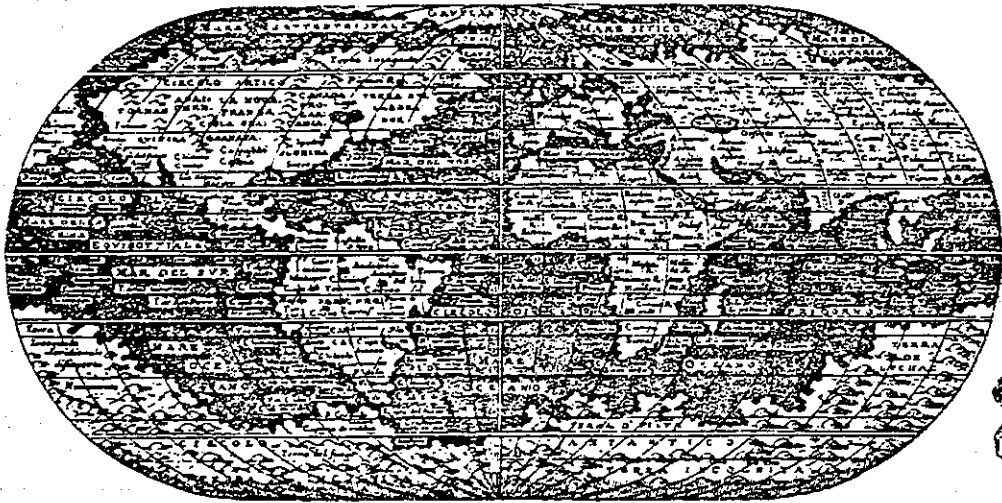
H. QUESTIONS FOR DISCUSSION AND/OR COMPOSITION

- 1) Explain who the pioneers were in your country, and how its physical frontiers were settled.
- 2) What other frontiers, besides physical, are people from your country now exploring?
- 3) Would you have made a journey like Sweet Betsy from Pike did? Would you make a similar journey today - to some place in this world, or into space? Why or why not?

- 4) What quality or characteristic does quote number two describe about the American pioneer spirit? Do you think this holds true for Americans today? Does this quality exist in your country?
- 5) Do you agree with Thoreau (quote number three) that a frontier is wherever someone faces a fact? Why or why not?

U N I T T H R E E

MELTING POT



A. KEY VOCABULARY

This is a list of the definitions of some important words from the article you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, ADJ is for adjective, and PREP is for preposition. A common related word is also given for most of the words on the key vocabulary list.

- 1) adventurous
ADJ - liking exciting, unusual, difficult or dangerous things.
N - adventure.
- 2) allow
V - to let; to permit.
ADJ - allowable.
- 3) chain
N - a series of connected rings or links, usually made of metal, used to tie, hold or pull.
V - to chain.
- 4) dedicate
V - to present for public or private use, usually with a ceremony.
N - dedication.
- 5) develop
V - to expand, build or create gradually; to work out in detail.
ADJ - developed.
- 6) dissatisfied
ADJ - not satisfied; not pleased; not happy; not fully supplied with what is wanted, needed or expected.
V - to dissatisfy.
- 7) diversity
N - being different, or having differences; variety.
ADJ - diverse.
- 8) dominate
V - to control, govern or rule over, by power or strength.
N - domination.
- 9) enormous
ADJ - much larger than usual; huge; marked by an unusually great amount, number, degree or significance.
- 10) entirely
ADV - in a complete, full or whole way.
ADJ - entire.
- 11) ethnic
ADJ - of, having to do with or belonging to a specific group of humanity, whose members share the same culture, language or customs.
- 12) exciting
ADJ - producing or causing strong, stirred-up or active feeling.
N - excitement.

- 13) harbor
N - a place or port where ships and boats can stay or be protected in a storm.
V - to harbor.
- 14) haven
N - a safe place; a place of shelter or protection.
- 15) huddled
ADJ - crowded closely together.
V - to huddle.
- 16) immigrant
N - a person who comes into a country or region where he was not born, in order to live there.
V - to immigrate.
- 17) liberty
N - freedom to think, speak or act as one wishes; the power of choice; freedom.
- 18) limit
N - a maximum amount, quantity or number; the farthest point beyond which something cannot go.
V - to limit.
- 19) melting pot
N - a place where immigrants of different cultures or races from an integrated (unified) society; the process of blending, combining, joining, uniting. (melting - becoming liquid; pot - a round, deep container).
- 20) memorial
N - something designed to help people remember a person, event or idea.
ADJ - memorial.
- 21) particularly
ADV - especially; more than usually.
ADJ - particular.
- 22) prosperous
ADJ - successful; wealthy; growing well.
N - prosperity.
- 23) refuse
N - worthless or useless matter; waste, trash, rubbish, garbage.
- 24) resource
N - a supply of something to take care of a need or desire.
- 25) survive
V - to continue to live, exist or function.
N - survival.
- 26) symbol
N - an object, mark, sign, etc. that stands for another object, idea, quality, etc.
V - to symbolize.
- 27) teeming
ADJ - very full; over full (overflowing).
V - to teem.
- 28) torch
N - a flaming light that can be carried in the hand, as a piece of burning wood.

- 29) unfortunately - in a unsuccessful or unlucky way.
ADV ADJ - unfortunate
- 30) wretched - very unhappy or troubled; miserable.
ADV - wretchedly.
- 31) yearn - to have or experience a strong desire, longing or
V craving.
N - yearning.

B. ARTICLE: MELTING POT

1 In 1778, the United States formed an Alliance with France. France
was then a major force in assisting the Americans to win their
Revolutionary War. As a memorial to the birth of the United States,
and to the friendship between France and the United States, the French
5 decided to give a statue to the American people. This statue, which
was dedicated in 1886, stands forty-six meters high in New York Harbor.
It is a symbol of freedom that greets the immigrants who arrive by boat
from or through Europe. It shows a woman, with the chains of slavery
at her feet, holding the torch of liberty in one hand and the book of
10 law in the other hand.

Inside the base of the statue the following words are written:

"...Give me your tired, your poor, your huddled
masses yearning to breathe free,

The wretched refuse of your teeming shore.

15 Send these, the homeless, the tempest-tost to me,
and lift my lamp beside the golden door."

These words are asking other countries to send their tired, poor and
homeless people to the United States, where they can "breathe free."

A person who leaves his country to live in another is often

20 looking for something better than what he had. Many people have
thought that this "something better" could be found in America.
Consequently, since 1607, millions of people from all over the world,
especially Europe, have immigrated to the United States. This is, in
fact, how the country came to be so populated.

25 But why have all these people chosen to live in America? Some say
that the immigrants were looking for a "New World", a place to start a
new life. This was particularly true for most of the Europeans who
came to America in the 1600's, 1700's and 1800's. Some others say that
the immigrants wanted to develop and profit from the resources of such
30 an enormous land. Still others say that the immigrants had no place
else to go.

All of these people, however, had one thing in common. They were
all dissatisfied with their lives in their own countries. Perhaps they
no longer had the kind of freedom that they had once enjoyed. Perhaps
35 there was not enough food to feed their families. Perhaps they wanted
a more prosperous future than their own country could provide. Or
perhaps they simply had an adventurous spirit and wanted to try a new
and exciting life.

Whatever the reason, millions of immigrants have chosen to make
40 the United States their new home. But thousands of years before any
immigrants arrived there, the Native Americans, also called American
Indians, had already developed their own ways of life. Unfortunately,
the many different groups of people that came to the United States have
dominated them. But somehow, the cultures, languages and religious
45 beliefs of a few American Indian groups have still survived.

Now, America is know as a "melting pot." This means that the culture, the race, the language and the religion of almost any other place in the world can be found there. This does not mean, however, that the ethnic groups melt in one big pot and become the same. They
50 do develop some common characteristics, but they have all remained unique in some ways.

For instance, in many United States cities, there are sections called "Little Italy", "China Town", "Little Poland", "German Town", etc. These areas are a haven for those who live and work there, and an
55 example of diversity for those who visit. Different ethnic groups also have festivals, celebrations and holidays that are much like the ones they used to have in their native lands. And in some American school systems, the children are given instruction in their native language as well as in English.

60 The people of the United States represent nearly every race and nation in the world. Except for the Indians, who total only .6% of the American population, America is a country made up entirely of immigrants. Although since 1921 limits have been placed on the number of people allowed to immigrate, the United States is still receiving
65 people from many different nations.

In 1979, approximately four hundred and sixty thousand people immigrated to America. In each year since 1965 nearly two out of every thousand Americans was a new immigrant. It appears then, that this melting pot is still growing.

C. QUESTIONS FOR COMPREHENSION

- 1) Why was the Statue of Liberty given to the United States?
- 2) What does it stand for (symbolize)?
- 3) What are some reasons why people came to live in America?
- 4) What were they looking for?
- 5) Explain the meaning of the words melting pot.
- 6) What are some ways that the different ethnic groups in America have remained unique?
- 7) At present, how much of the American population is made up of Indians?
- 8) Are people still immigrating to the United States?

D. EXERCISES FOR VOCABULARY

- 1) Match each word with its synonym (another word that has approximately the same meaning).

a) refuse	_____	permit
b) enormous	_____	variety
c) allow	_____	control
d) particularly	_____	huge
e) prosperous	_____	especially
f) diversity	_____	waste
g) wretched	_____	successful
h) dominate	_____	miserable

- 2) Fill in each blank with the correct word from this list. If necessary, change the form of the word.

symbol	resource
develop	limit
adventurous	huddled
entirely	exciting
haven	unfortunately
survive	dedicate

- a) There seems to be no _____ to the amount of energy that Jong has; he is always busy doing something.
- b) Some kinds of animals, like the whale, may not be able to _____ all the hunting and killing done by people.
- c) Hannah has always wanted to see some of the ancient Greek ruins. She says that day will be one of the most _____ in her life.
- d) When Pierre's American family wanted to take him mountain climbing, he said he was not _____ enough to try something that dangerous.
- e) Although the village chief does not _____ agree with the new plan to build a better road system, he does want the the villagers to have a better way to travel.
- f) When the new Supersonic jet was completed and ready for its first flight, it was _____ with a big ceremony.
- g) The _____ of many of the world's desert areas are now being _____.
- h) Each religion has its own _____, like the cross of Christianity or the star and crescent of Islam.

E. EXERCISES FOR GRAMMAR

- 1) When a writer has two related ideas in two sentences, he may want to combine them into a single sentence. If one of the ideas is more important than the other, the writer can use subordination to show which idea is more important. Look at the second sentence in the article.

This statue, which was dedicated in 1886, stands forty-six meters high in New York Harbor.

This sentence is actually two sentences put together. Here are the two sentences.

The statue was dedicated in 1886.

The statue stands forty-six meters high in New York Harbor.

To connect the two sentences, the writer put the entire first sentence after the subject (The statue) of the second sentence. Then the adjective which was used to take the place of the second subject. Commas are often used before and after the subordinate clause.

- a) Find as least six more sentences from the article that use subordination. (Hint: look for clauses that start with the words that, which or who.)

1)

2)

3)

4)

5)

6)

Combine the following pairs of sentences into single sentences. Use that, which or who to show which idea is more important (subordination). Who is only used for people. Study the following example first:

Ramona has not gone to college. Ramona has five five younger sisters and brothers.

Ramona, who has five younger sisters and brothers, has not gone to college.

- b) The house was just painted. The house is next door to ours.
- c) Mr. Zambwe is an excellent nurse. Mr. Zambwe works for the government's new health program.
- d) Boston is known as Bean Town. Boston is famous for its baked beans.
- e) Kim likes to read about the Seoul news in the Korean newspaper. The newspaper is available at the library.
- f) Evangelos and Carlos often go to night clubs and discos on the weekends. They both like to dance.
- g) The old school was torn down. It had not been used in nine years.

2) TABLE OF IMMIGRANTS TO THE U.S. BY COUNTRY OF LAST PERMANENT RESIDENCE, 1820 - 1979 (in thousands)¹

Area	1820 - 1951	1951 - 1960	1961 - 1970	1971 - 1979	1820 - 1979
Europe	33,089.8	1,325.6	1,123.4	728.2	36,267.0
Asia	1,104.8	153.3	427.8	1,352.1	3,038.0
South and Central America	4,756.4	996.9	1,716.4	1,778.3	9,248.0
Africa	32.2	14.1	29.0	66.7	142.0
Australia and New Zealand	70.3	11.5	19.6	21.6	123.0
All others	273.5	14.0	5.7	15.8	309.0
Total - All Areas	39,324.3	2,515.2	3,321.7	3,962.5	49,124.0

¹ For example, the figure 996.9 in the table equals 996,900 people.

The above table (chart) gives the numbers of immigrants from all over the world to America since 1820. Using the information from the table, and the list of verbs below, make eight different sentences. Follow the general form of the example, putting the verb in the simple past tense.

to immigrate
to come to stay
to move
to travel to _____ to live
to arrive as immigrants
to settle
to become residents
to establish residence

Example:

14,100 Africans immigrated to the United States in the 1950's.

a)

b)

c)

d)

e)

f)

g)

h)

F. SONG LYRICS

AMERICA

Lyrics by Stephen Sondheim

Music by Leonard Bernstein

Written in the 1950's for a musical play called "West Side Story"
 (Sung with a Spanish accent and a few grammatical error)

- 1 "Puerto Rico, you lovely island,
 Island of tropical breezes.
 Always the pineapples growing.
 Always the coffee blossoms blowing."
- 2 "Puerto Rico, you ugly island,
 Island of tropic diseases.
 Always the hurricanes blowing.
 Always the population growing.

 And the money owing,
 And the babies crying, and the bullets flying.
 I like the island Manhattan.
 Smoke on your pipe and put that in!" ¹
- 3 I like to be in America
 OK by me in America
 Everything free in America
 For a small fee in America
- 4 "I like the city of San Juan."
 "I know a boat you can get on."
 "Hundreds of flowers in full bloom."
 "Hundreds of people in each room."
- 5 Automobile in America
 Chromium steel in America
 Wire spoke wheels in America
 Very big deal in America
- 6 "I'll drive a Buick to San Juan."
 "If there's a road you can drive on."
 "I'll give my cousins a free ride."
 "How you get all of them inside?"
- 7 Immigrant goes to America
 Many hellos in America
 Nobody knows in America
 Puerto Rico's in America

¹ A misquote from a poem by R. H. Barham: "Put that in your pipe... and smoke it." .

- 8 "I'll bring a TV to San Juan."
 "If there's a current to turn on."
 "I'll get a real washing machine."
 "What have they got there to keep clean?"
- 9 I like the shore of America
 Comfort is yours in America
 Knock on the door in America
 Wall to wall floors in America
- 10 "When I will go back to San Juan"
 "When you will shut up and get gone?"
 "Everyone there will give big cheer."
 "Everyone there will have moved here!"

G. NOTABLE QUOTES

- 1) "Here (in America) individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great changes in the world."

Michel Guillaume Jean de Crevecoeur
 (J. Hector St. John), 1782
 French American author and naturalist
 1735 - 1813

- 2) "America Lives in the heart of every man everywhere who wishes to find a region where he will be free to work out his destiny as he chooses."

Woodrow Wilson, 1912
 American educator, historian, and
 twenty-eighth President of the U.S.
 1856 - 1924

- 3) "America, thou half brother of the world; with something good and bad of every land."

Philip James Bailey, 1839
 English poet and author
 1816 - 1902

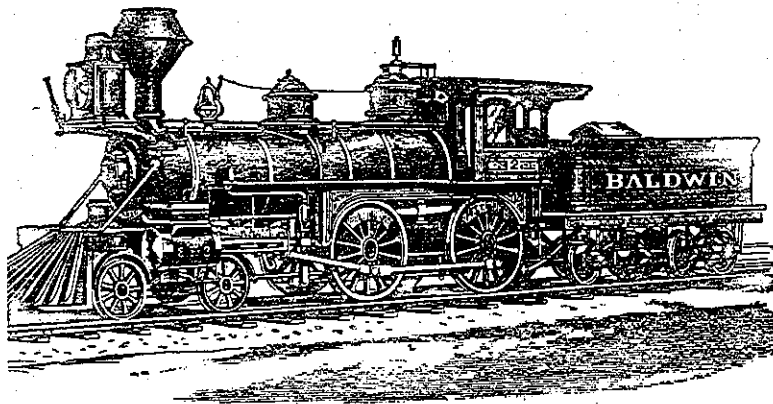
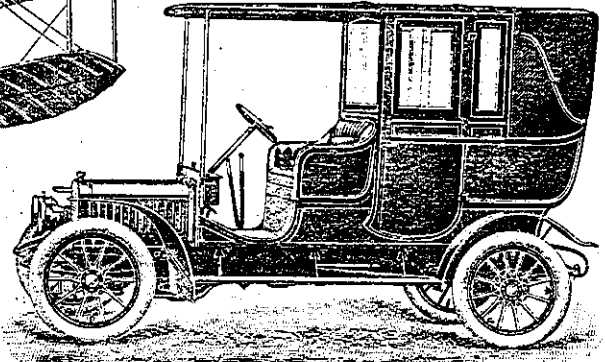
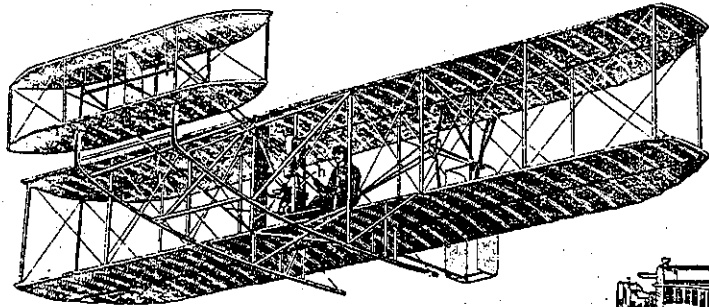
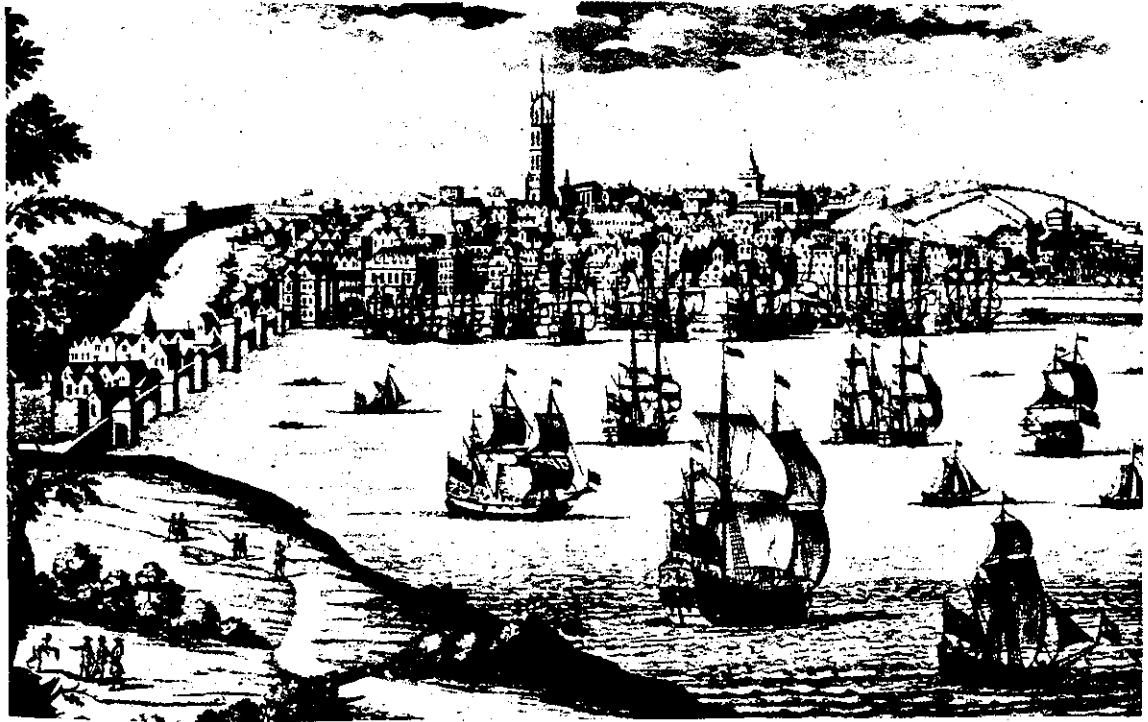
H. QUESTIONS FOR DISCUSSION AND/OR COMPOSITION

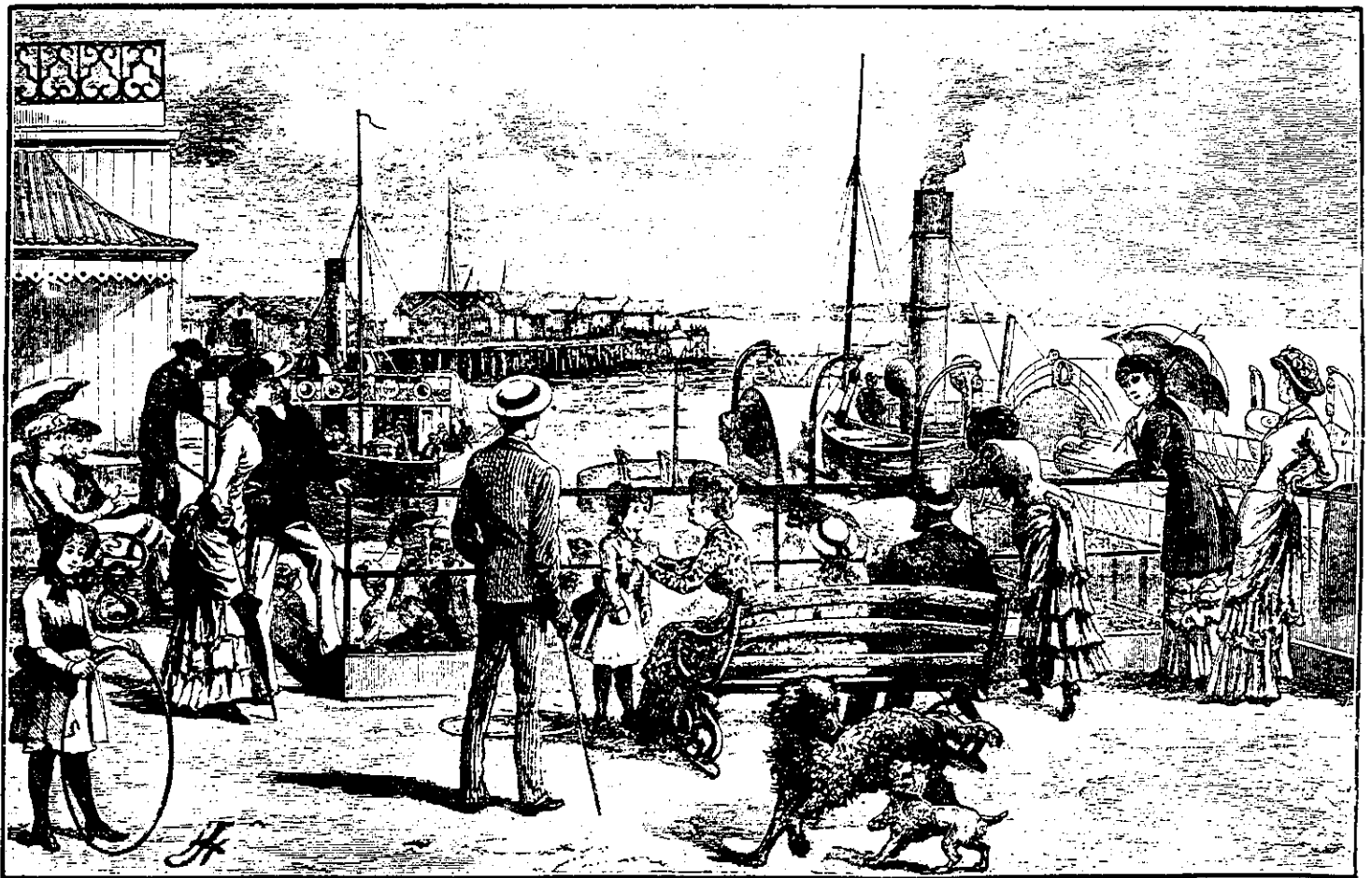
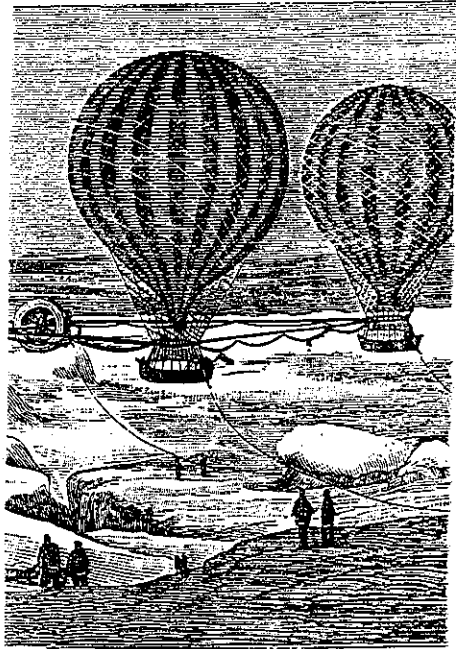
- 1) Have there ever been any immigrants in your country? Where have they come from, and why have they come?

- 2) Does your country have any kind of symbol like the Statue of Liberty? Under what circumstances was it made or given? What does it stand for?
- 3) According to the song America, why have some Puerto Ricans wanted to come to the United States? Could these reasons be the same for other groups of immigrants?
- 4) Do you agree with quote number two that everyone wishes to find a region where he can freely work out his chosen destiny? Why or why not? What other places besides America allow people to do that?
- 5) Do you believe that America has something good and something bad from every land (quote number three)? How is this different from the situation in other countries?

UNIT FOUR

MOBILITY





A. KEY VOCABULARY

This is a list of the definitions of some important words from the article you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, ADJ is for adjective, and PREP is for preposition. A common related word is also given for most of the words on the key vocabulary list.

- 1) apply
V - to put to use, make use of; especially for some practical or particular purpose.
N - application.
- 2) associate
V - to join things or people together; to connect.
N - association.
- 3) basis
N - the thing or part on which something rests or depends; support; essence.
- 4) canal
N - a ditch filled with water to let ships cross over land, or to bring water to dry land.
V - to canal.
- 5) canoe
N - a narrow, light boat with its sides meeting in a sharp edge at each end, moved by paddles held in the hand.
V - to canoe
- 6) carriage
N - a vehicle with wheels, usually pulled by horses, for carrying people or goods.
- 7) consequently
ADV - as a result; therefore.
- 8) despite
PREP - in spite of; regardless of; without being stopped or prevented.
- 9) expect
V - to think or believe that something will happen or come; to look forward to; to suppose, hope.
N - expectation.
- 10) fluid
ADJ - likely to change or move; not fixed.
- 11) focus
N - a central point; a point of concentration; a center of activity or interest.
ADJ - focal.
- 12) goods
N - things made to be sold; personal belongings that can be moved.

- 13) internal-combustion engine - a heat engine in which the power is built up from within, by exploding a mix of air and a fuel.
N
- 14) mass - of a large number of persons or things.
ADJ
- 15) migrate - to leave one country, region or place for another, especially in order to make a new home.
V
N - migration.
- 16) mobility - being movable, fluid, changeable; movability.
N
ADJ - mobile.
- 17) neighborhood - the people living near one another; an area in a town or city that has certain characteristics.
N
ADJ - neighborly
- 18) nonstop - made or held without a stop or pause.
ADJ
- 19) pattern - a plan or model used as a guide or an example for making things; a form or design to be copied.
N
V - to pattern.
- 20) predominate - to be greater in amount, power, frequency or importance.
V
ADV - predominately.
- 21) prestige - respect or fame in the eyes of others; the opinion or judgement of others.
N
ADJ - prestigious.
- 22) primarily - for the most part, mainly, principally.
ADV
- 23) rag - a waste piece of old or torn cloth; old, worn clothing.
N
ADJ - ragged.
- 24) rank - a division of society; a position or order in relation to others in a group.
N
V - to rank
- 25) rural - having to do with the country (land outside of cities with farms and small towns), or with people who live there.
ADJ
N - ruralization.
- 26) sailing ship - a ship moved by using a piece(s) of cloth to catch the wind.
N
- 27) steam engine - an engine that works by the pressure of water changed to vapor.
N

- 28) structure
N - the way in which something is built, put together or organized; the relationships of the parts of something.
V - to structure.
- 29) tool
N - anything necessary to do something, usually work; a thing or person used for some purpose.
- 30) transport
V - to carry or send from one place to another; to convey.
N - transportation.
- 31) urban
ADJ - of, living in or having to do with cities.
V - to urbanize.

B. ARTICLE: MOBILITY

1 In the beginning of man's history, all travel was on foot. People simply walked to any place they wanted go. If they had goods to bring, they had to carry them or pull them on sleighs. Then someone started using animals to transport both people and goods. With the coming of
5 the wheel, various kinds of carts, wagons and chariots were used for this purpose. About the same time that the uses of the wheel were being developed for transportation on land, boats and ships came into use for transportation on water. Carriages and sailing ships became the
10 main forms of travel for many centuries.

10 By the early 1800's, the use of the steam engine was applied to boats and to railroad cars (Iron Horses). Therefore, more people could move over land and water, and at a greater speed. This was the beginning of modern mass transportation. Then came the internal-combustion engine that was put into automobiles, and later into airplanes. Air
15 transportation became more common after 1913 when the first nonstop flight across the Mediterranean Sea was made. The world seemed to have become smaller. People began to expect to travel, or to send their

goods, faster and further.

The history of mobility in the United States has followed this
20 same general pattern. The Americans Indians were already using
animals, sleds and canoes when the first immigrants arrived. These
Europeans brought carriages with them. Travel on foot and on horseback
still predominated, however, until the late 1600's. This made it
necessary to build wider and better roads and bridges. Following the
25 independence of America in 1776, the westward movement grew rapidly,
which caused a new demand for improvement in transportation. Conse-
quently, trails on land were further developed, as well as canals,
ferries and steamboats.

As soon as steamboats were in wide use, railroad cars began to
30 take their place. This change to the railroad was followed by a
change to the automobile, and later, to the airplane. One main result
of these changes is that certain cities grew in size as people moved
toward urban transportation centers. When the physical American
frontier disappeared (by the year 1890), those Americans who wanted to
35 move had no new territory to open. So, they migrated within the United
States, usually from a rural area to an urban one. The city, not the
frontier, was becoming the focus of American life. The total number of
people moving to cities has been even greater than the number of immi-
grants to the United States from other countries.

40 Why have so many people migrated to cities since 1890? Primarily,
they moved because of the greater opportunities there, through the many
new industries being developed. They either had no job, or they wanted
a better job than the one they did have. Having what was considered a
good job meant improving one's rank in American society. This rank is

45 usually measured in three ways: economic rank (wealth), political rank
(power), and social rank (prestige) So, Americans who went to the
cities were mainly looking for a chance to move up into a higher level
of society, with higher economic, political and social rank.

This upward movement has been relatively free and unlimited in the
50 United States. At least, that is the basis of the "American Dream."
According to this dream, any American can go from "rags to riches."
That is, anyone can be born very poor and become very rich, if he
truly wants to and works hard. Therefore, a person expects to get more
out of life than he is born with. Due to the fluid structure of
55 American society, this is a possibility for some people.

However, moving up from one level of American society into another
can cause problems. As children grow into the adult world, they can
also grow into social worlds that their parents and families do not
understand. These social worlds include new jobs, new neighborhoods,
60 new friends, and even new ways of thinking. The problems associated
with this mobility cannot be solved with the same old social tools. As
yet, there are no new tools ready to solve them. Consequently, people
who move upward try to live their new lives with tools from their old
lives. Despite these kinds of problems, Americans still migrate; in
65 the years 1975 to 1980, over nineteen million people moved within the
United States.

C. QUESTIONS FOR COMPREHENSION

- 1) What were the main forms of transportation until the early 1800's?
- 2) What was the steam engine used for? What was the internal-combustion engine used for?

- 3) How did most people in America travel until the late 1600's?
- 4) What was one result of the changes from steamboats to railroad cars to automobiles to airplanes?
- 5) Why have many Americans moved to urban areas?
- 6) How is rank measured in society?
- 7) What does the term "rags to riches" mean?
- 8) What are some of the problems that upward mobility can cause?

D. EXERCISES FOR VOCABULARY

- 1) Choose the one word out of each group that does not belong with the other words. Underline that word.

example: lovely, beauty, pretty, handsome

- a) transportation, predominate, neighborhood, ruralization
 - b) migrate, apply, fluid, associate
 - c) tool, rural, urban, focal
 - d) canoe, prestige, carriage, predominate
 - e) predominately, mobility, primarily, consequently
 - f) transport, urbanize, expect, prestige
 - g) mobile, association, canal, structure
 - h) mass, basis, nonstop, ragged
- 2) Replace the underlined word(s) in each sentence with a word from the key vocabulary list. If necessary, change the form of the word.
 - a) When your car stops running on the road, it is mainly a problem of getting it to an expert to be repaired.
 - b) If we look at the pattern of stars in the sky from day to day, it seems as though it is not fixed.
 - c) The lawyer tells her that her landlady has no legal support for demanding more rent.

- d) The automobile parts company conveys all its products by train, truck or airplane.
- e) Some countries only allow a certain number of people to immigrate each year; as a result, there are some people in refugee camps waiting to be allowed to enter a country.
- f) Paolo had hoped to finish his undergraduate studies early, but now he has to continue another term.
- g) His father is not connected with the government social service organization any more.
- h) Regardless of the problems involved, Ms. Hong has taken two jobs.

E. EXERCISES FOR GRAMMAR

- 1) In order to express similar ideas in one sentence, writers often use similar grammatical forms. This is called parallel structure. Nouns are matched with nouns, adjectives with adjectives, prepositional phrases with prepositional phrases, and so on. Look at these sentences from the article that show parallel structure.

NOUNS (line 4) - With the coming of the wheel, various kinds of carts, wagons, and chariots were used for this purpose.

PREPOSITIONAL PHRASES (line 32) - So they migrated within the United States, usually from a rural area to an urban one.

ADJECTIVES (line 46) - This upward movement has been relatively free and unlimited in the United States.

Now, find three more examples from the article, showing the following kinds of parallel structure (write out each sentence and underline the parallel parts):

- a) Nouns -
- b) Adjectives -
- c) Prepositional Phrases -

For the following sentences, underline the parallel parts and tell which of the above kinds of parallel structure are used.

- d) My best friend is a sweet and kind person. _____
- e) She worked on it for three days and for four nights in order to finish it on time. _____
- f) The whole family came to the reunion with presents and hugs for everyone. _____
- g) They repainted in the living room, in the bedroom and in the kitchen. _____
- h) The new house, job and city are going to be big challenges for Raja and his family. _____
- 2) The use of articles in English can cause problems for many students. In general, the definite article the is used with a definite or specific noun. The indefinite article, a (or an before a vowel sound) is used with a noun that is not definite or specific; it could be any one of its kind and not a particular one. There are, however, some nouns that don't take either a definite or an indefinite article. This usually happens with proper nouns, or with nouns that indicate general classes of things. These rules do have some exceptions, but the more you use English, the easier it is to recognize when the rules do not apply. Now look at this sentence from the article and see if you can tell which rules apply.

So ∅ Americans who went to the cities were mainly looking for a chance to move up into a higher level of ∅ society, with ∅ higher economic, political and social rank. (line 46)

In the following paragraph, fill in the blanks with the, a or an. If no article is required, put ∅ before the noun.

In ___ autumn, ___ leaves of many trees change their color from ___ shades of green to brilliant shades of red, yellow, orange and brown. Then they fall to ___ ground. Some trees, however, like ___ pines, do not lose all their leaves. In fact, their leaves remain green throughout ___ seasons, which is why they are also called ___ evergreens. In ___ New England, where ___ evergreen often grows next to other kinds of ___ trees, ___ view can be seen that is truly beautiful.

F. SONG LYRICS

WHERE I'M BOUND

Author Unknown

American Folk Song

1. It's a long and dusty road, a hot and heavy load,
The folks that you meet ain't always kind.
Some are bad, and some are good, some have done the best they could;
Some have tried to ease my troubled mind.

CHORUS:

And I can't help but wonder where I'm bound, where I'm bound.
Can't help but wonder where I'm bound.

2. Been wandering through this land, doing the best I can,
Trying to find what I was meant to do.
And the people that I see look as worried as can be,
And it looks like they are wondering too.

CHORUS:

And I can't help wonder where I'm bound, where I'm bound.
Can't help but wonder where I'm bound.

3. Now I had a little girl one time; she had lips like sherry wine.
She loved me till my head went plum insane.
But I was too blind to see; she was drifting away from me.
And my good gal went off on the morning train.

CHORUS:

And I can't help wonder where I'm bound, where I'm bound.
Can't help but wonder where I'm bound.

4. And I had a buddy way back home, but he started out to roam.
And I hear he's out by 'Frisco Bay.
And sometimes when I've had a few, his old voice comes ringing through,
And I'm going out to see him some old day.

CHORUS:

And I can't help wonder where I'm bound, where I'm bound.
Can't help but wonder where I'm bound.

5. Now if you see me passing by, and you sit and you wonder why,
And you wish that you were a rambler too.
Nail your shoes to the kitchen floor, lace them up and bar the door,
Thank your stars for the roof that's over you.

CHORUS:

And I can't help wonder where I'm bound, where I'm bound.
Can't help but wonder where I'm bound.

G. NOTABLE QUOTES

- 1) "The use of travelling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are."

- Samuel Johnson
English lexicographer and poet
1709 - 1784
- 2) "The bee, though it finds every rose has a thorn, comes back loaded with honey from his rambles, and why should not other tourists do the same."

- Thomas Chandler Haliburton
Nova Scotian jurist and humorist
1796 -1865
- 3) "For my part, I travel not to go anywhere, but to go. I travel for travel's sake. The great affair is to move."

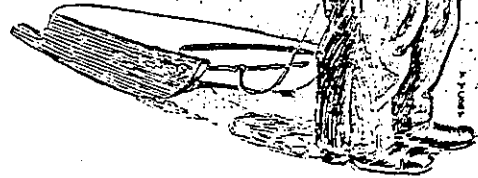
- Robert Louis Stevenson, 1878
English poet, novelist and
essayist
1850 - 1894

H. QUESTIONS FOR DISCUSSION AND/OR COMPOSITION

- 1) Explain how the development of transportation encouraged upward mobility in the United States. Has this happened in your country?
- 2) Is there a dream in your country similar to the "American Dream?" Explain what it is and if you feel people can and should reach that dream.
- 3) Are there people in your country who "can't help but wonder" where they are bound? Who are they and what are they looking for?
- 4) Do you agree with Haliburton (quote number two) that everyone, when traveling, should come back with honey only even though he has encountered thorns? Describe an example.
- 5) Do you believe that moving for its own sake (quote number three) is more important than where one is going? Why or why not?

UNIT FIVE

YOUTH AND THE ELDERLY



A. KEY VOCABULARY

This is a list of the definitions of some important words you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, and ADJ is for adjective. A common related word is also given for most of the words on the key vocabulary list.

- 1) advance
N - a movement forward or upward; progress; improvement.
V - to advance.
- 2) arrangements
N - plans or preparations.
V - to arrange
- 3) consider
V - to believe to be; to think of; to regard as.
- 4) contribution
N - something given, supplied or donated.
V - to contribute.
- 5) duty
N - something that one must or should do; something that one feels he ought to do; obligation.
- 6) elderly
N - old people; those people who are past middle age.
- 7) generation
N - a group of people born around the same time, who usually grow up with similar ideas and customs.
- 8) honor
N - a sign of someone's excellence or worth; special distinction or fame.
V - to honor.
- 9) increasingly
ADV - more and more.
V - to increase
- 10) interact
V - to act among, between or upon one another.
N - interaction.
- 11) link
N - something that joins or connects, like a ring in a chain; bond; connection.
V - to link.
- 12) nursing home
N - a place where people who can not take care of themselves (such as the elderly and the ill) are given personal and medical care.
- 13) nutrition
N - the use of food that provides what is needed to stay alive, grow and develop.
ADJ - nutritious.

- 14) obey
V - to do what one is told; to follow the orders of; to comply with.
ADJ - obedient.
- 15) preserve
V - to protect or keep in safety; to keep in perfect or the same form.
N - preservation.
- 16) privilege
N - a special right, favor or permission given to a person or group.
ADJ - privileged.
- 17) pronounced
ADJ - Strongly or clearly marked; easy to see or notice.
- 18) respect
N - a good opinion; admiration; regard or esteem.
ADJ - respectable.
- 19) reverse
N - the opposite or contrary of something.
V- to reverse.
- 20) role
N - a right or usual part played by someone or something; an expected or required activity.
- 21) roof
N - the outside top covering of a building.
- 22) separateness
N - being apart or alone; not being shared.
V - to separate.
- 23) spouse
N - married person; husband or wife.
- 24) tension
N - nervousness; uneasy or unfriendly feeling or state: mental pressure.
ADJ - tense.
- 25) traditional
ADJ - of or according to ideas, customs and beliefs passed down from one generation to the next.
N - tradition.
- 26) transition
N - the changing or passing from one form, stage, place or condition to another.
- 27) treat
V - to act or behave toward in a certain way.
N - treatment.
- 28) trend
N - a movement, direction of activity or course that is being followed.
V - to trend.
- 29) unique
ADJ - rare; unusual; unlike any other; having no equal.
ADV - uniquely.

- 30) valued - highly admired, respected or esteemed; of great
ADJ worth to someone.
V - to value.
- 31) weaken - to make or become weak (without strength, power or
V energy).
ADJ - weak.
- 32) youth - a young person; the time of life when one is young,
N especially between childhood and maturity; the
early period of growth or development.

B. ARTICLE: YOUTH AND THE ELDERLY

1 In most early societies, (and in many today), people in their
forties were considered old. Older people were usually treated with
respect and honor. Their long lives and experience were a valued
source of knowledge. The elderly had authority over younger family
5 members, and economic and political control within the community.

Younger people were also considered important, especially in their
role of preserving the culture of the society. They had a duty to
their parents and to other adults, and they were required to obey
social rules. The main goal of youth was to reach adulthood in the
10 same way that others had before them. As soon as young people were
able to do what the adults did, they were given the rights and
privileges that the adults had.

Today, in modern, industrialized societies, the definitions of
what it means to be young and what it means to be old have changed.
15 Old age now begins at sixty-five, or even seventy. Many people are
living longer, due to improvements in nutrition and health care, and
advances in science. The traditional knowledge of the old is not as
useful anymore, and their role within the community is not as
important.

20 The roles that youth can now fill are not as important or
necessary either. The time of transition between childhood and
adulthood is not clearly defined. So, young people experience a longer
period of dependency and lack of responsibility. Even when they can do
what adults do, they do not receive all the rights and privileges that
25 adults have.

The above changes are very pronounced in the United States, where
industrialization, urbanization and mobility have weakened the family
unit. Children not only live apart from their parents, but they often
have a higher educational and occupational level as well. Young people
30 increasingly turn to the media, to schools and to libraries for
knowledge and information, instead of turning to the elderly. Both old
and young are socially isolated; that is, they usually interact only
with others from their own age group. Important links within families
and within communities are therefore broken, and there is more tension
35 between generations.

Despite this separateness in American society, youth and the
elderly do have some things in common. The transitions that the young
pass through are very similar to those that the old pass through. But
the elderly go through them in reverse. Young people are gaining
40 independence; old people are losing it. Young people are getting jobs;
old people are losing them. Young people are finding spouses; old
people are losing theirs. Neither the young nor the old are well
prepared for these changes. They are not sure about what to expect in
the next stages of their lives.

45 There is also uncertainty about living arrangements. An
American youth leaves his parents' home to make his own home. From
there, he starts a career and family. An American older person also

has a change of home. Since his children have all gone, his income has lessened, and his spouse may have died, he moves to a smaller house or
50 apartment. But if he cannot take care of himself, he goes to live in a nursing home, unless he is able to live with a son or a daughter. The majority of America's elderly try to stay in their own homes, however, just at the majority of American's youth try to start and keep their own homes.

55 In other societies without rapid social change, such as some in Africa, the Middle East and Asia, youth and the elderly are treated much the same as they were in earlier times. Parents, children and grandchildren often live together under one roof. Each age group has a definite place within the family and within the community, and also has
60 certain rights and responsibilities. The unique and special contributions of each individual, regardless of age, are valued in such a society. The United States seems to be going back to some of these ideas of earlier times.

In addition, both American youth and elderly are slowly being
65 given more choices in their daily living, such as where they can live, what kind of job they can get, when they can have a job, how they can get special educational and medical programs, etc. They are also being given more prestige and power within the community. If this trend
continues, people of any age may be considered useful and successful in
70 society. The knowledge and experience of the old may be seen as a bridge for the young, between what has gone before them and what is to come.

C. QUESTIONS FOR COMPREHENSION

- 1) Why were both both youth and the elderly considered important in most early societies?
- 2) How are the definitions of what it means to be young and what it means to be old now different in modern, industrialized societies?
- 3) What has weakened the family unit in the United States?
- 4) What are some results of the young and the old being socially isolated in America?
- 5) What do American youth and elderly have in common?
- 6) What is similar about the living arrangements of the young and the old in the United States?
- 7) Where are youth and the elderly now treated much the same as they were in earlier times?
- 8) What changes are now going on for American young and old?

D. EXERCISES FOR VOCABULARY

- 1) Match each word on the left with a word(s) on the right that has the opposite meaning (antonym).

a) separateness	_____	less and less
b) contribution	_____	modern
c) pronounced	_____	nervousness
d) weaken	_____	like any other
e) advance	_____	difficult to see
f) traditional	_____	movement backward
g) increasingly	_____	something taken
h) unique	_____	make strong
		togetherness

2) Choose the correct answer to replace the underlined word(s) in each sentence.

a) The link between the two countries has been growing stronger, due to the increase in their international trade and to the development of the exchange program.

1 - privilege 2 - contribution 3 - bond

b) Munira has already made all the necessary preparations for the trip to New York.

1 - advances 2 - arrangements 3 - roles

c) Although he does not always agree with what his bosses suggest, Jomo has great respect for them.

1 - unique 2 - admiration 3 - valued

d) Parents have many duties towards their children, such as providing them with food, shelter and education.

1 - rights 2 - privileges 3 - obligations

e) If students do not comply with all the directions of the immigration office, they may not receive their I-20 forms.

1 - obey 2 - preserve 3 - treat

f) Wang thinks of himself as Chinese, even though he was born and raised in San Francisco.

1 - reverses 2 - considers 3 - contributes

g) Some countries have special laws to help protect their national parks and forests.

1 - weaken 2 - advance 3 - preserve

h) Ruhiyyih is one of the company's most valued employees; she would be greatly missed if she left.

1 - special right 2 - highly admired 3 - special distinction

E. EXERCISES FOR GRAMMAR

- 1) Adverbs of time in English are used to modify a verb. They answer the questions "When?" or "How often?" There are two main kinds of adverbs of time: indefinite and definite. Indefinite adverbs of time are divided into three types; one of these is adverbs of frequency. Adverbs of frequency, such as always, never and sometimes, are placed before the main verb. Definite adverbs of time, such as yesterday, last weekend and on Sunday, are placed at the beginning or the end of a sentence. An important exception to this rule is with the verb to be in the simple present and simple past tenses, where the adverb comes after the verb. Look at these sentences from the article to see how adverbs of time are placed.

Older people were usually treated with respect and honor. (line 2)

Children not only live apart from their parents, but they often have a higher educational and occupational level as well.
(line 28)

In both sentences, the general rule for placement of adverbs of frequency is followed and the adverbs come before the main verbs.

Make a sentence for each of the following adverbs, using the verbs and nouns provided. Use the above rules about adverb placement.

- a) seldom - have seen - snow
- b) today - went - store
- c) rarely - had been - sick
- d) last night - were watching - television
- e) on Tuesday - saw - dentist
- f) frequently - was - late
- g) generally - had been doing - homework
- h) this afternoon - tried - car

- 2) Modals (modal helping verbs) are often used when a writer wants to tell about something before it actually happens. This is called making predictions. Different modals are used to show different predicitions. The modal will is used for the most likely (strongest) prediction, should is used for the next likely, followed by may, and then could or might for the weakest predictions. For an example of how a modal is used in this way, look at this sentence from the article.

If this trend continues, people of any age may be considered useful and successful in society. (line 67)

In the above sentence, the modal may gives a prediction that is quite possible. It is stronger than a similar prediction using could or might, but less strong than one using will.

Using the guidelines above and the approximate percentages below, make a sentence with a modal for each of the following probabilities.

- 75 - 100% probability: use will
- 50 - 75% probability: use should
- 25 - 50% probability: use may
- 0 - 25% probability: use could or might

example: rainstorm - 70% probability - this weekend
There should be a rainstorm this weekend.

- a) cure for cancer - 50% chance - by 1990
- b) Abena - 35% likelihood - new job
- c) sunny skies - very likely - tomorrow
- d) Tigers (baseball team) - not likely - winner
- e) Jean-Luc - 98% chance - enroll in the university
- f) live in space - 20% likelihood - in the 21st century
- g) increase in the world's deserts - 65% chance - in the next decade
- h) ten year old car - 10% probability - run well

¹ The author thanks Diane Larsen-Freeman and Marianne Celce-Murcia for the basic idea of this exercise.

F. SONG LYRICS

Hello in There
by John Prine

1 We had an apartment in the city.
Me and Loretta liked living there.
It's been years since the kids have grown,
A live of their own,
left us alone.

2 John and Linda live in Omaha.
Joe is somewhere on the road.
We lost Davy in the Korean War,
And I still don't know what for,
Don't matter anymore.

CHORUS You know that old trees just grow stronger.
And old rivers grow wilder everyday.
But old people just grow lonesome,
Waiting for someone to say
"Hello in there. Hello."

3 Someday I'll go and call up Rudy.
We worked together at the factory.
What can I say if he asks "What's new?",
"Nothing, What's with you?
Nothing much to do."

4 Me and Loretta, we don't talk much more.
She sits and stares through the back door screen.
All the news just repeats itself.
Like some forgotten dream
That we both seen.

CHORUS You know that old trees just grow stronger.
Old rivers grow wilder everyday.
Old people just grow lonesome,
Waiting for someone to say
"Hello in there. Hello."

5 So if you're walking down the street sometime,
And spot some hollow ancient eyes;
Please don't just pass them by and stare
As if you didn't care.
Say "Hello in there. Hello."

G. NOTABLE QUOTES

- 1) "The youth of America is their oldest tradition. It has been going on now for 300 years."

- Oscar Wilde, 1893
Irish wit, poet and dramatist
1856-1900

- 2) "Even the seasons form a great circle in their changing, and always come back again to where they were. The life of a man is a circle from childhood to childhood and so it is in everything where power moves."

- Black Elk
Oglala Sioux Holy Man
1863-1950

- 3) "For each age is a dream that is dying,
Or one that is coming to birth."

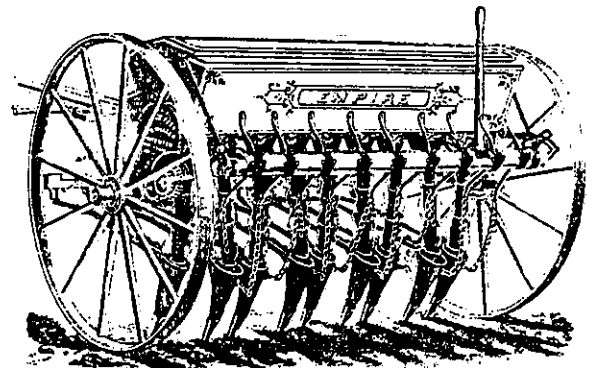
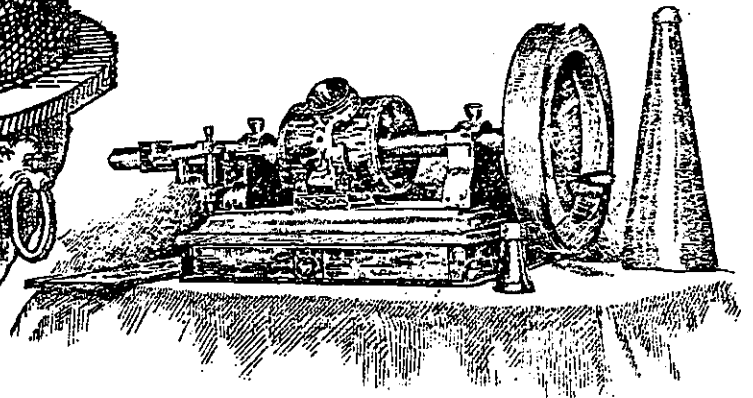
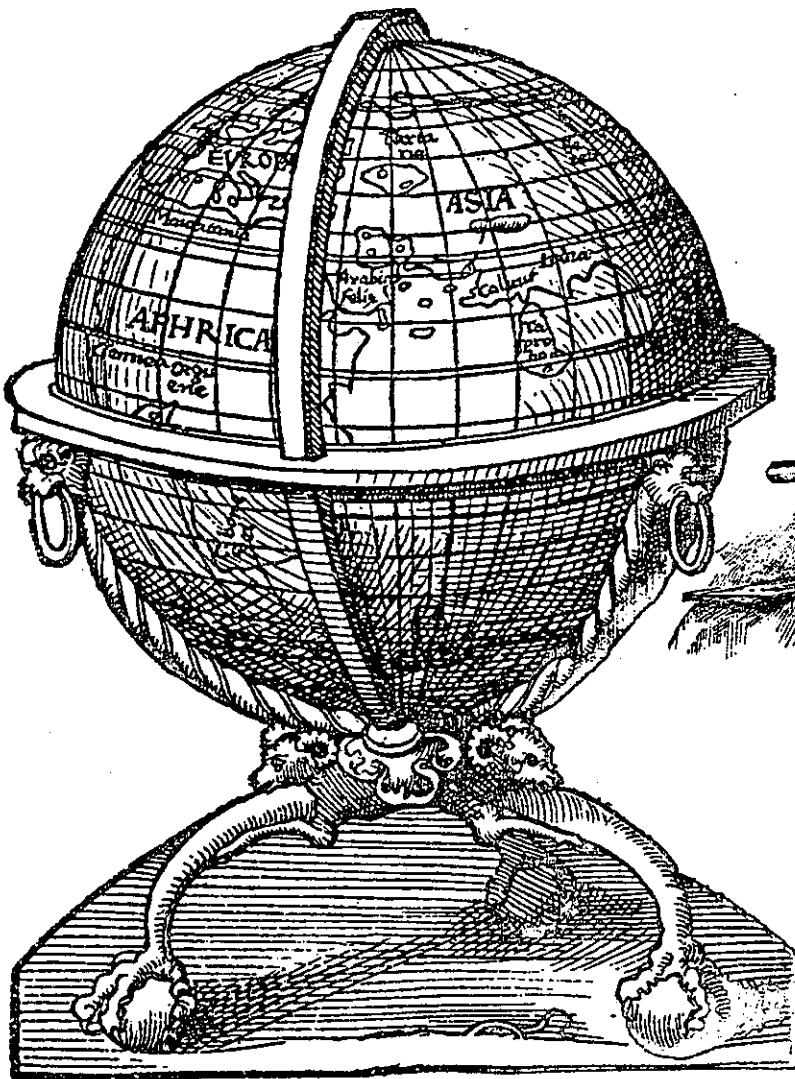
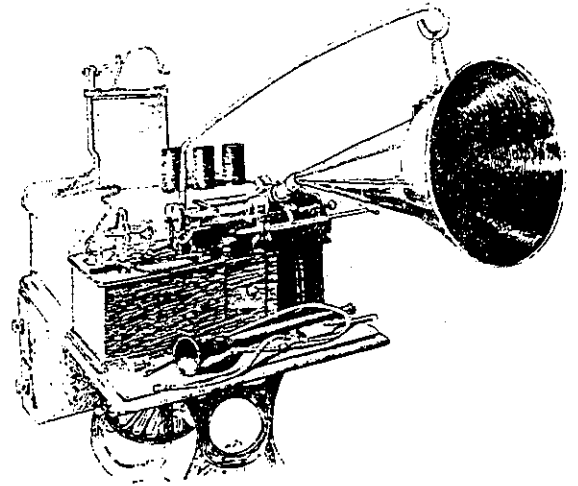
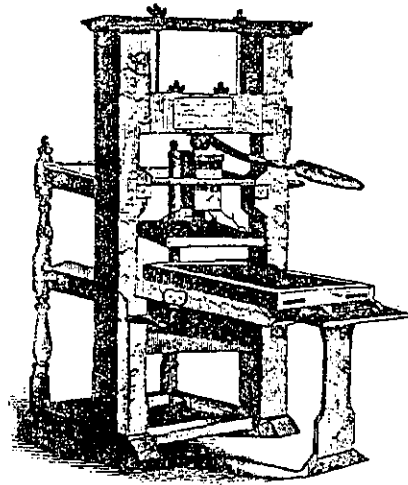
- Arthur O'Shaughnessy
English poet and herpetologist
1844 - 1881

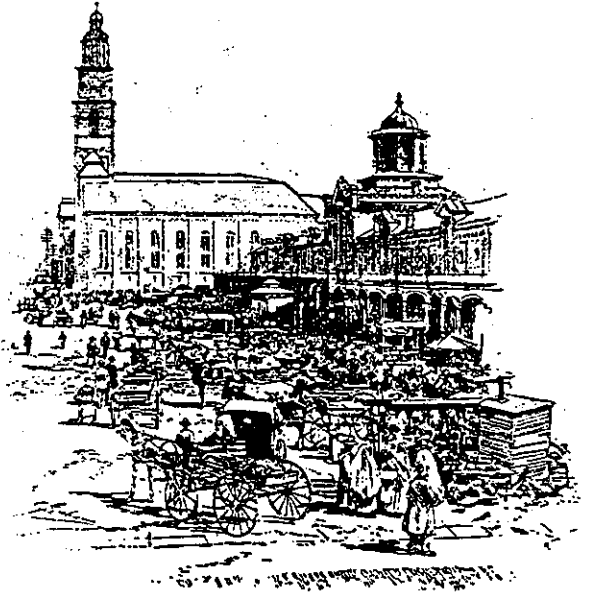
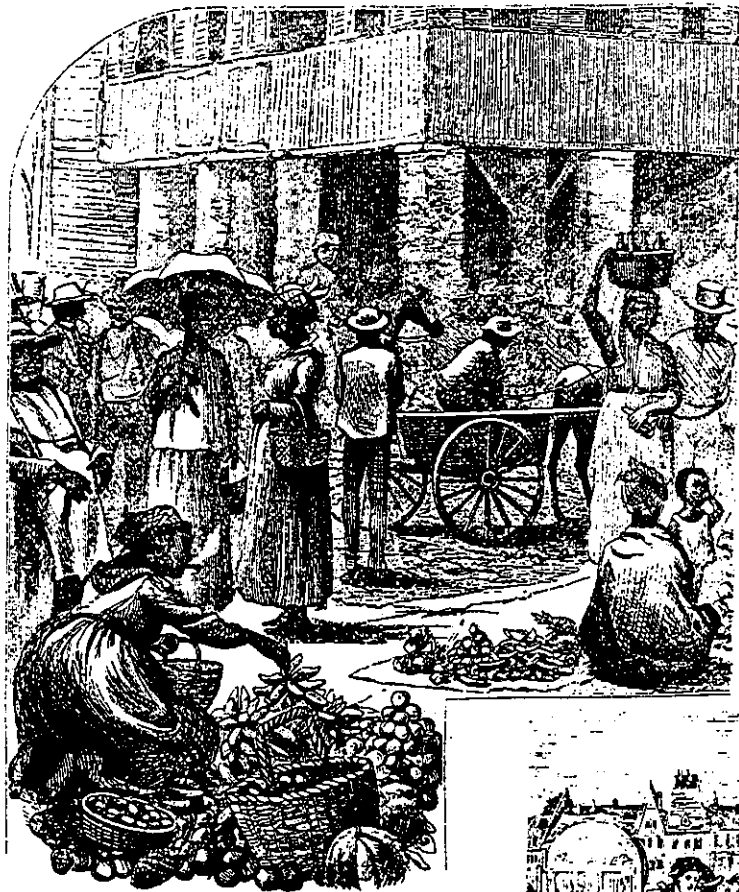
H. DISCUSSION/COMPOSITION QUESTIONS

- 1) How are young people treated in your society? When do they reach adulthood? In what way(s) are they treated differently as adults?
- 2) What is the role of the elderly in your society? Is this role changing in any way? Explain.
- 3) Describe the life of an old person in your country, as Prine describes the life of an old person in America. What similarities are there between the two descriptions? What differences are there?
- 4) What do you think Wilde meant when he said that America's youth is their oldest tradition? Do you agree with him? Why or Why not?
- 5) According to O'Shaughnessy, each time of life is either a new dream, or an old one. What might be some of the dreams of American youth and elderly? What might be some of the dreams of the young and the old in your country?

U N I T S I X

INTERDEPENDENCE





A. KEY VOCABULARY

This is a list of the definitions of some important words from the article you are about to read. Most English words have more than one meaning, but only the definitions actually used in the article are given here. The meanings of the abbreviations are as follows: N is for noun, V is for verb, ADV is for adverb, ADJ is for adjective, and PREP is for preposition. A common related word is also given for most of the words on the key vocabulary list.

- 1) achievement
N - a result brought about by skill, work, courage, etc.
V - to achieve.
- 2) apparently
ADV - in a clear, obvious or evident way; seemingly, obviously, evidently.
ADJ - apparent.
- 3) centennial
N - a one hundredth anniversary or its celebration.
ADJ - centennial.
- 4) certificate
N - a written statement (document) given by a group or an individual to show that one has received an honor.
V - to certify.
- 5) credit
N - official recognition; praise or approval.
V - to credit.
- 6) culmination
N - the highest point reached; summit or climax.
V - to culminate.
- 7) cumulative
ADJ - growing stronger, larger, etc., by being added to.
N - cumulation.
- 8) elaborate
V - to work out in detail; to expand, develop, perfect.
ADV - elaborately.
- 9) endeavor
N - a serious or determined effort; a try.
V - to endeavor.
- 10) essence
N - most important, basic or distinguishing quality.
- 11) exhibition
N - a public show or display; an act of exhibiting.
V - to exhibit.
- 12) interdependence
N - mutual dependence, control, decision-making, help, and/or support.
V - to interdepend.
- 13) invention
N - the creation of something new; an object, an idea or a discovery.
V - to invent.

- 14) mutual
ADJ - done, felt, made, etc., by two or more for or toward each other; shared.
- 15) pace
N - the rate of speed at which something moves or develops.
V - to pace.
- 16) pilgrim
N - one who travels, especially to foreign lands; a settler or first settler.
- 17) previous
ADJ - going, existing or happening before in time: earlier.
ADV - previously.
- 18) progress
N - an improving or developing; advancing by stages or degrees; a moving forward.
V - to progress.
- 19) rare
ADJ - not often found; not common, scarce; unusual.
N - rareness
- 20) realm
N - a region, area, sphere or domain; a kingdom.
- 21) refine
V - to improve, perfect or polish, to make pure; to free from imperfection.
ADJ - refined.
- 22) rely
V - to find support, depend; to receive help.
ADJ - reliable.
- 23) requirement
N - something needed, demanded or wanted; a necessity.
V - to require.
- 24) seemingly
ADV - as far as can be seen or judged; apparently, obviously, evidently.
- 25) stimulus
N - anything that causes some action or activity; something that awakens the mind or spirit.
V - to stimulate.
- 26) textile
N - a fabric made by weaving; cloth; a fiber, filament or yard used in the making of cloth.
- 27) undoubtedly
ADV - without doubt; certainly, assuredly.
ADJ - undoubted.
- 28) vacuum
N - a space that is completely empty of all matter; a void.
V - to vacuum.
- 29) well-off
ADJ - in a good or fortunate condition; well-to-do; wealthy.

B. ARTICLE: INTERDEPENDENCE

1 It has been said that the first and greatest of all American
inventions happened in 1776 with the birth of the American Republic
itself. While this was certainly an important achievement for the new
country, many preparations had already been made in Europe even before
5 the first pilgrims arrived in the "New World". After the Declaration
of Independence in 1776, the pace of discoveries and inventions
quickenened, both in the United States and throughout the world.

 By 1876, as demonstrated at the International Centennial
Exhibition in Philadelphia (USA), the world, and particularly America,
10 had seen a century of enormous growth. It was during this exhibition
that Alexander Graham Bell received a Certificate of Award for the
invention of the telephone. Although he was born in Scotland and did
not become an American citizen until 1882, the telephone was considered
an American invention.

15 In 1969, the first feet to walk on the moon were American feet.
Here again, all the credit was given to the United States, even though
it was the culmination of the work and dreams of many people, starting
in ancient times with astronomers such as Aristarchus.

 America, then, has been considered as a country of invention,
20 creativity and change. Such qualities, however, did not begin
exclusively on American soil. Most ideas and inventions are due to the
cumulative effort of different people over a period of time.

 Where would humanity be today, for example, if it were not for the
seemingly simple invention of the wheel? That happened more than 3500
25 years before the time of Christ, in both Syria and Sumeria. Without

the wheel, the Chinese could not have invented the wheelbarrow, the Hungarians the coach, a Scot the bicycle, and a Frenchman the automobile.¹ If the ancient Egyptians had not invented a method to make paper from the papyrus plant, the Koreans would have had no reason to
30 invent the typographic printing machine, or an American the typewriter.¹

In the same way, the progress in industry, forms of power, construction, weapons, agriculture, and all other fields of human endeavor has been a process of combining, refining and elaborating on what has gone before. It has therefore often difficult to be exactly
35 sure who invented something first. But that has not stopped people from further developing and using inventions. The idea, discovery or invention of one individual provides a stimulus for others to continue on.

So people rely on others for advancement and progress, not only on
40 those in their own land, but also in different countries. This mutual need has perhaps woven humanity together through the ages, and led to an interdependence that goes beyond the realm of inventions into the requirements of daily living. There is not a country on earth that does not depend on other nations for some of their products, and also
45 make use of their inventions.

In the United States, for instance, Americans spent over \$261 million in 1981 on products made in other countries. More than 31% of that amount was for fuels and related materials, and almost 27% was for machine and transportation equipment. Similarly, in the same year in

¹When the article the is used these sentences, it means that a group of people are credited with an invention, even though the name of one particular individual is not known.

50 Zaire, the Zaireans relied on foreign nations for fuels and machinery,
as well as chemicals, metals products, textiles and construction
materials. Even in an apparently well-off country like Venezuela,
which is the fifth largest oil producer in the world, the Venezuelans
buy much of their industrial machinery, transportation equipment and
55 cereals from other nations.

These other nations are not necessarily those that are close
geographically. Rather, most countries buy and sell with those who
have been friendly in the past and with whom they can work out a mutual
agreement. Even in the event of a disagreement, it has been rare in
60 world history that one nation has completely stopped trade with
another.

This is undoubtedly because people realize that no one nation can
exist in a vacuum, providing for all of its own needs and progress
alone. In essence, then, no matter to whom the credit is given, no
65 matter what previous preparation has been made, no matter how much - or
how little - has been produced individually, all people are dependent
on their world neighbors.

C. QUESTIONS FOR COMPREHENSION

- 1) What is meant by the phrase "the birth of the American Republic itself"?
- 2) What did the Centennial Exhibition demonstrate?
- 3) Why has America been considered a country of invention, creativity and change?
- 4) Why is it often difficult to be sure who invented something first?
- 5) What has led humanity to interdependence?
- 6) Give some examples of products a country might buy from a foreign country.

- 7) With whom do most countries trade?
- 8) What is the main idea of the article? Is it found in a single sentence within the article, or is it implied?

D. EXERCISES FOR VOCABULARY

- 1) Match each word with its synonym (another word that has approximately the same meaning).

a) culmination	_____	depend
b) refine	_____	obviously
c) previous	_____	climax
d) apparently	_____	display
e) exhibition	_____	improve
f) rely	_____	shared
g) mutual	_____	earlier
h) endeavor	_____	realm
		effort

- 2) Replace the underlined word in each sentence with a word from the key vocabulary list.

- a) If her family had been wealthy, Ikuyo would not have had to quit school and find a job.
- b) People are not born to success, they must work at it over a period of time.
- c) The International Students' Association put on a display of arts, crafts and clothing that represented nine countries.
- d) The new statue in the Ancient Folk Arts Museum is a very unusual work of Art.
- e) The Polynesians from Tahiti and the Marquesas Islands were among the first settlers in Hawaii.
- f) When the President broadcasts a message on television, he usually expands the subject to include issues that are important to his political party.

- g) In order to get a college degree, most American schools consider it a necessity to spend your last two semesters at their campus.
- h) It is certainly much more difficult to learn another language when it is not used outside of the classroom.

E. EXERCISES FOR GRAMMAR

- 1) A transition is a word or phrase that joins one idea to another. Transitions can be found within a sentence, between sentences, or between paragraphs. They are used to carry ideas forward and to make them clearer. Look at this list of transitions from the article and choose one for each of the following sentences.

while - line 3
 although - line 12
 even though - line 16
 then - line 19
 however - line 20
 for example - line 23
 in the same way - line 31
 therefore - line 23
 but - line 35
 so - line 38
 for instance - line 45
 similarly - line 48
 even - line 51
 rather - line 56
 in essence then - line 63

- a) Liu lost the library book, _____ she must pay for it.
- b) The ticket agent said that the flight was full. But _____ a man came to return his ticket, _____ I was able to get on the flight after all.
- c) The most important part of anyone's diet is not the quantity of food, _____ the quality.
- d) _____ they enjoyed soccer, Dorita and Suzanne have not played it since they came here because they have not found enough other players to make a team.
- e) In America, there are several different ways to greet someone; _____, you can simply say "Hi".
- f) Hans was trying to read _____ his roommate was playing his stereo loudly.

- g) He decided to buy a small car _____ than a large one, in order to save money on gasoline.
- h) In many developing countries, health is a big problem, mainly because of the lack of trained personnel, equipment, and supplies. _____, education is also an area of great concern.
- 2) Sometimes a writer wants to make the result of an action more important than the agent (subject) of that action. In English, this is done by putting the verb in the passive. The agent can even be left out of the sentence (implied). For example, look at the first sentence in the article.

It has been said that the first and greatest of all American inventions happened in 1776 with the birth of the American Republic itself.

"It" is not the agent (subject) of the verb "has been said." "It" did not do the saying. The agent here is implied, and not as important as the result. The passive is formed by using a form of the verb to be plus the past participle of the main verb.

Look at the sentences which start on lines 19 and 63 for more examples of the passive. Then, following the example sentence and using the words from each column, write eight sentences in the passive.

	<u>RESULT</u>	<u>PLACE</u>	<u>DATE</u>
Example:	telephone	USA	1876
a)	typewriter	USA	1867
b)	pendulum clock	Italy	circa 1640
c)	reflecting telescope	England	1670
d)	canal lock	China	984
e)	refrigerator	Australia	1851
f)	dynamite	Sweden	1866
g)	hydrogen ballon	France	1783
h)	electron microscope	Germany	1932

Example:

The telephone was invented in 1876 in the United States.

- a)
- b)
- c)

d)

e)

f)

g)

h)

F. SONG LYRICS

THE FARMER IS THE MAN

Author Unknown

American Folk Song

When the farmer comes to town with his wagon broken down,
 Oh, the farmer is the man who feeds them all.
 If you'll only look and see, I think you will agree,
 That the farmer is the man who feeds them all.
 Oh, the farmer is the man, the farmer is the man,
 Lives on credit till the fall;
 Then they take him by the hand, and they lead him from the land,
 And the middle man's the one who gets it all.

When the lawyer hangs around, and the butcher cuts a pound,
 Oh, the farmer is the man who feeds them all.
 And the preacher and the cook go a-strolling by the brook,
 But, the farmer is the man who feeds them all.
 Oh, the farmer is the man, the farmer is the man,
 Lives on credit till the fall;
 With the interest rate so high, it's a wonder he don't die,
 For the mortgage man's the one that gets it all.

When the banker says he's broke, and the merchant's up in smoke,
 They forget that it's the farmer feeds them all.
 It would put them to the test, if the farmer took a rest,
 Then they'd know that it's the farmer feeds them all.
 Oh, the farmer is the man, the farmer is the man,
 Lives on credit till the fall;
 And his pants are wearing thin, his condition it's a sin,
 He's forgot that he's the man who feeds them all.

G. NOTABLE QUOTES

- 1) "And that series of inventions by which man from age to age has remade his environment is a different kind of evolution - not biological, but cultural evolution. I call that brilliant sequence of cultural peaks 'The Ascent of Man'."

- Jacob Bronowski, 1973
British mathematician, scientist
and poet 1908 - 1974

- 2) "Only an inventor knows how to borrow, and every man is or should be an inventor."

- Ralph Waldo Emerson
American philosopher, essayist
and poet 1808 - 1882

- 3) "Independence? That's middle-class blasphemy. We are all dependent on one another, every soul of us on earth."

- George Bernard Shaw, 1912
Irish novelist, playwright, et al
1856 - 1950

H. QUESTIONS FOR DISCUSSION AND/OR COMPOSITION

- 1) Discuss some important inventions made by people in your country, including why they are important.
- 2) Explain the kind of trade, both import and export, that your country relies on.
- 3) Why (or why not) is it the farmer who "feeds them all"? Does everyone therefore ultimately depend on the farmer?
- 4) What is the difference between biological evolution and cultural evolution (quote number one)?
- 5) Do you agree or disagree with quote number three by George Bernard Shaw? Why?
- 6) Discuss your views and opinions on the concept of interdependence.

BIBLIOGRAPHY

- Barraclough, Geoffrey, ed. The Times Atlas of World History. New Jersey: Hammond, 1978.
- Barlet, John. Bartlett's Familiar Quotations. Boston: Little, Brown, 1980.
- Berger, Peter L. Invitation to Sociology: A Humanistic Perspective. Garden City: Doubleday, 1963.
- Best, Joel. "Old Age." Academic American Encyclopedia. 1981.
- Buck, Pearl S. China as I See It. New York: John Day, 1970.
- Butler, Robert. "Old Age." Encyclopedia Americana. 1980
- Celce-Murcia, Marianne and Larsen-Freeman, Diane. An English Grammar Course for Teachers of ESL/EFL. Pre-publication version. 1982
- Children's Dictionary. Boston: Houghton-Mifflin, 1979.
- Clark, Dan E. "Pioneers." Dictionary of American History. 1976 revised edition.
- Daharendorf, Ralf. Life Chances. Chicago: University of Chicago Press, 1979.
- Dodd, Burton Stevenson, comp. The Home Book of Quotations. New York: Mead and Company, 1958.
- Evans, Bergen, comp. Dictionary of Quotations. New York: Delacorte Press, 1968.
- "The Farmer Is the Man." in American Industrial Ballads. with Pete Seeger. Folkways Records, 1956
- Firestone, Harvey S. Man on the Move. New York: G.P. Putnam's Sons, 1967.
- Guralink, David B., ed. Webster's New World Dictionary for Young Readers. New York: Simon and Schuster, 1983.
- Hall, H. Rupert and Smith, Norman A.F. "Invention." Encyclopedia Americana. 1980.
- Hart, Harold M., ed. A Compendium of Illustrations in the Public Domain. New York: Hart Publishing, 1983.
- Horton, Paul B. and Hunt, Chester L. Sociology. New York: McGraw-Hill, 1964.
- Jones, Andrew D. "Transportation." Academic American Encyclopedia. 1981
- Kephart, William M. "Marriage." Dictionary of American History. 1976 revised edition.

- National Geographic Society. Those Inventive Americans. Washington, D.C. National Geographic Society, 1971.
- Nordenskiold, Adolf E. Facsimile Atlas to the Early History of Cartography. New York: Dover, 1973.
- Paxon, Frederic L. "Frontier." Dictionary of American History. 1976 revised edition.
- Paxton, Tom. "Where I'm Bound." in Outward Bound. by Tom Paxton. Electra Records, 1966.
- Pitkin, Thomas M. "Statue of Liberty." Merit Students Encyclopedia. 1981.
- Prine, John. "Hello in There." in John Prine. by John Prine. Atlantic Records, 1971.
- Ruhe-Schoen, Christopher. "World Citizen." in Flight. produced by Baha'i Publishing Trust. Baha'i Publishing Trust, 1977.
- Sietsema, Robert, comp. Attention Getters. New York: Hart Publishing, 1978.
- Sondheim, Stephen. "America." in West Side Story. by Stephen Sondheim and Leonard Bernstein. Columbia Records, 1961.
- Stevenson, G.M. "Immigration." Dictionary of American History. 1976 revised edition.
- Still, Bayrd. "Urban Drift." Dictionary of American History. 1976 revised edition.
- "Sweet Betsy from Pike." in The American Songbag. by Carl Sandburg. New York: Harcourt, Brace, 1927.
- Teeter, Ruth. "Young People." Academic American Encyclopedia. 1981.
- U.S. Bureau of the Census. Statistical Abstract of the United States: 1982 - 1983. (103d edition.) Washington, D.C., 1982.
- Vries, Leonard de, comp. History as Hot News: 1865 - 1897. London: J. Murray, 1973.
- Webster's New Students Dictionary. Springfield: G and C Merriam, 1974.
- Webster's Ninth New Collegiate Dictionary. Springfield: G and C Merriam, 1983.
- Winter, O.O. "Transportation and Travel." Dictionary of American History. 1976 revised edition.

APPENDIX

SONG TITLES WITH CASSETTE TAPE NUMBERS

- 1) "World Citizen," (Unit I), 6-79.
- 2) "America," (Unit III), 87-176
- 3) "Sweet Betsy from Pike," (Unit II), 179-219
- 4) "Hello in There," (Unit V), 225-294
- 5) "Where I'm Bound," (Unit IV), 297-348
- 6) "The Farmer Is the Man," (Unit VI), 351-375.

The above numbers were taken from a Tandberg TCR 5600 tape deck. Since machines vary in what and how they measure, tape numbers are best used as approximate guidelines.

