

# Yesterday and Today in the U.S.A.

Intermediate ESL Reader

*SECOND EDITION*

Anna Harris Live

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*SECOND EDITION*

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**To L., T., and D.**



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# Preface

The function of this book is to enhance the English proficiency of non-native speakers, while at the same time introducing them to some distinctive aspects of the American background. This approach serves the purpose of helping to adapt them both to the language and to the environment.

Members of relatively isolated other-language "ethnic communities" often need such twofold help, as do students from abroad, even when equipped with some school-acquired English. Both groups need to attain a meaningful grasp of the structure of English and an awareness of its special traits. To this end, rules or generalizations are here stated simply and economically, and are illustrated with examples drawn from the readings. This language material is designed so as to help students to apply what they have learned to their own speech and writing. In addition, turns-of-phrase and idioms as well as vocabulary are presented in such a manner as to alert students to connotations and to considerations of the situational appropriateness of a word, a pattern, or a particular expression. Accordingly, paraphrases are presented with indication of the style level of each alternative. Examples of such paraphrasing are given here with each selection, and the teacher can readily supplement these with further illustrations and with examples of appropriate contexts.

A short vocabulary list precedes the selection to suggest prior consideration of those words, so as to make the reading (or aural) comprehension go more smoothly; and a number of short language lessons of various types follow it. These include supplementary vocabulary study, with attention to synonyms and the distinctions of meaning among them, and other semantic considerations; pronunciation; morphology; grammatical patterns and idioms. There is also a spelling lesson, emphasizing the regularities of English orthography and pointing out exceptions. Each of these various explanations and drills focuses on a problem which is likely to trouble these students, and all are based on occurrences within the accompanying selection. In addition there are questions on its subject matter as well as more general suggestive questions to stimulate discussion.

Grammatical and other explanations have been kept to a minimum. The teacher's guide gives fuller clarification as well as the rationale for the particular lesson, and suggestions for further expansions.

There is also a glossary of peculiarly American terms, each with a very

brief explanation (e.g., *pony express*, *wetback*, *Confederacy*, *Uncle Tom*, *dust bowl*). These are chosen as significant expressions reflecting concepts and situations of American life, past and present.

The reading selections advance progressively in difficulty and in length. They do not deal with wars, politics, or the other usual topics of schoolbook history. Their subject matter is selected from phases of our background that are distinctly American, events and phenomena of human and cultural interest that have left their stamp on American life. Such material as well as the glossary terms would be meaningful and revealing to students from non-American home environments in facilitating their comprehension and interpretation of what they observe (including allusions that would otherwise baffle them), thus helping them to overcome their cultural isolation.

In this new edition exercises have been incorporated in each chapter so as to give students an opportunity to practice the newly-learned item immediately after having studied the explanation (with its illustrations). These should be useful to the teacher, too: he/she could readily expand an exercise, along the same lines, if the class seems to need further review. Following the reading and the language-learning sections, the speaking-and-writing section focuses on the *productive* use of English. The reading selections have been updated where pertinent, to make the information current.

The book starts out at the lower intermediate level and advances to a considerably higher one. Moreover, the manner of instruction can adapt the material to a wide range of student-proficiency levels and of ages. By varying the degree of preliminary preparation and help given in anticipation of each selection, the teacher can adjust the lesson to the needs of the students. Further flexibility is available through the choice of language materials; the teacher may use all of the accompanying lessons or cull out the pertinent ones from among them, as the occasion demands. Oral presentation of a new selection (without the student's recourse to the text) is another useful variant. Also, particularly for younger students, many of the situations presented in the readings lend themselves to dramatization or role-playing, while older pupils and the foreign-born students can readily be stimulated to discuss or debate some of the issues involved, as suggested by the "discussion questions."

Thus the material offered can be adapted and tailored to the needs of various groups of foreign students and Americans for whom English is a second language. It should substantially develop their command of the language, and incidentally their understanding of some phases of the American experience. If this leads to a more responsive attitude toward the United States, so much the better.

I should like to express profound gratitude to my wise and generous sister, Suzanne Harris Sankowsky, for her help and guidance, especially in her fields of history and sociology.



# Note on Pronunciation Symbols

In designating symbols for English sounds I intentionally avoid both a consistent phonemic system and a precise phonetic one. The use of either would involve considerable expenditure of time in attaining familiarity with the system itself, time better expended on learning English. Instead I use symbols pedagogically suited to differentiating those sounds which the student must perceive and utter as distinctively different. In designating vowel sounds I include the glide symbols [y] or [w] to emphasize the diphthongal pronunciation of the so-called "long a" (*say*) and "long o" (*sew*), since many foreigners tend to miss the glide; likewise to signal the glide (or length) in "long e" (*see*) and "long u" (*sue*); thus [sey], [sow], [siy], [suw], respectively. To differentiate the vowels of *put* and *but* from the [uw] sound as well as from the student's native [u] I indicate them by [U] and [ʌ], respectively, so that *put* is [pUt] and *but* is [bʌt]. For the "short i" (*pit*) I use [ɪ] to avoid confusion with the higher, more fronted vowel associated with the letter i in many languages and represented here by [i]. Analogously I use [ɛ] for "short e" (*pet*); [a] is for the a of *car* and the o of *cot*, and [æ] for *cat*. The [ɔ] symbol is used for "open o" (*more, long, law, because*), and [ə] for the schwa sound which occurs so frequently in unstressed syllables in English. Most of the consonantal sounds have their regular alphabetic designations, but [č] represents what is usually spelled **ch** and [š] represents the usual **sh**; [θ] is voiceless **th** (*thin*), and [ð] is the voiced counterpart (*this*); also [ŋ] represents the sound of final *ng*, and [ʒ], the sound spelled *s* in *vision, pleasure*.

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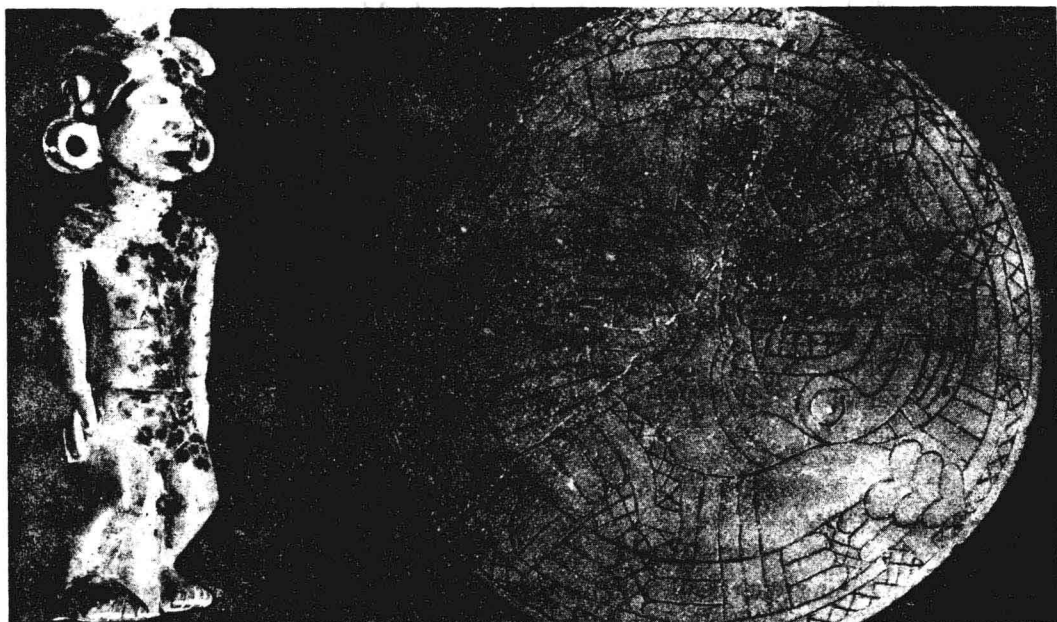


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# 1

## The First Americans



Carved objects of the ancient Indians of the Ohio Valley. (Ohio State Museum)

strait  
migration  
remain  
village  
adobe  
develop  
carved object

strange  
shape  
mound  
form  
culture  
evolve

More than twelve thousand years ago the first American Indians came to Alaska from Asia by crossing the Bering land bridge, which later became the Bering Strait. This slow migration went on for thousands of years. From Alaska the Indians traveled on southward. Some of them remained in North America, while others kept on moving farther south—to Central and South America. After many centuries they learned how to grow corn, which they had found as a wild plant. Later, about 1000 A.D., some of the Indians of what is now southwestern United States began to live in villages in houses of adobe, a sun-baked clay.

About 300 A.D. the Indians in the Ohio River region developed a high level of civilization. In addition to beautiful carved objects, they have left strangely shaped mounds of earth over their burial places. These man-made hills were formed in the shapes of animals. The largest is the Great Serpent Mound, more than a thousand feet long.

Higher civilizations were developed by the Maya and the Aztec Indians in Mexico, and the Incas in Peru. Many different cultures evolved among the Indian tribes long before Europeans came to America.

### A. PRONUNCIATION

The sound [j] can be pronounced as [dʒ] or as voiced [č] (see Note on Pronunciation Symbols).

bridge  
village  
region  
large

strange  
ginger  
Georgia  
June

Jim, gym  
job  
jet  
Jamaica

### B. WORD FORMATION

The noun ending **-tion**, added to many verbs, forms a related noun: The ending is pronounced like *shun*, but without stress. The stress is on the syllable just before **-tion**.

NOUN	VERB
migration	migrate
civilization	civilize
addition	add
correction	correct
relation	relate

### C. GRAMMAR

Answering “how” questions.

- How did the Indians come?  
—by crossing the Bering land bridge.  
They came by crossing the Bering land bridge.
- How did they reach South America?  
—by moving south.
- How did they find corn growing?  
—as a wild plant.
- How did the Pueblo Indians of the Southwest live?  
—in villages.
- How did you draw the picture?  
—with a crayon.

### PRACTICE EXERCISE

Make up answers (both in the short form and in the full sentence) to each of these questions.

Examples:

How did the Indians of the Southwest build their houses?

—of adobe. (short form)

They built their houses of adobe.

How do you go to school?

—by bus.

I go to school by bus.

- How did you come to this city?
- How did he earn the money?
- How do you practice speaking English?
- How did you meet your friend?

5. How did Mary find her gloves?
6. How did you break the glass?
7. How did Jim get to the airport?

#### D. SPELLING

The final (silent) **e** is lost before an ending which begins with a vowel.

	+ ed	+ ing	+ able
move	moved	moving	movable
live	lived	living	livable
shape	shaped	shaping	
carve	carved	carving	
evolve	evolved	evolving	
save	saved	saving	
like	liked	liking	likable

#### PRACTICE EXERCISE

Add the suffixes **-ed** and **-ing** to each of the following words: care, wake, phone, chase, combine, dance, waste, move, hope.

#### E. PARAPHRASE

FORMAL (as in lectures or in books, etc.)	COLLOQUIAL (as in informal talk)
1. were formed in the shapes of animals	1. were made to look like animals
2. strangely shaped mounds of earth	2. funny little hills
3. many years ago	3. way back

#### F. IDIOMS

12,000 years ago = 12,000 years before the present  
 kept on moving = continued to move  
 went on = was in progress

## G. SEMANTICS

Note the difference between these closely related words:

A **mound** is a small pile of earth, often made by man.

A **hill** is not very high.

A **mountain** is very high.

### PRACTICE EXERCISE

Complete these sentences with one of the following words: *mound*, *hill*, *mountain*.

1. We walked up to the top of the \_\_\_\_\_; it was an easy walk.
2. The child piled the sand up into a \_\_\_\_\_.
3. Hilary became famous because he climbed the highest \_\_\_\_\_.
4. The \_\_\_\_\_ is green, but the \_\_\_\_\_ is so high that its top is always white with snow.

## H. COMPREHENSION

1. Where did the American Indians come from?
2. How did they learn about corn?
3. What did the Indians who lived near the Ohio River leave?
4. Which Indians developed the highest cultures?

## I. SPEAKING AND WRITING

### Discussion

1. Can you guess what happened to the land bridge that the Indians crossed?
2. What foods are made from corn?



6 THE FIRST AMERICANS

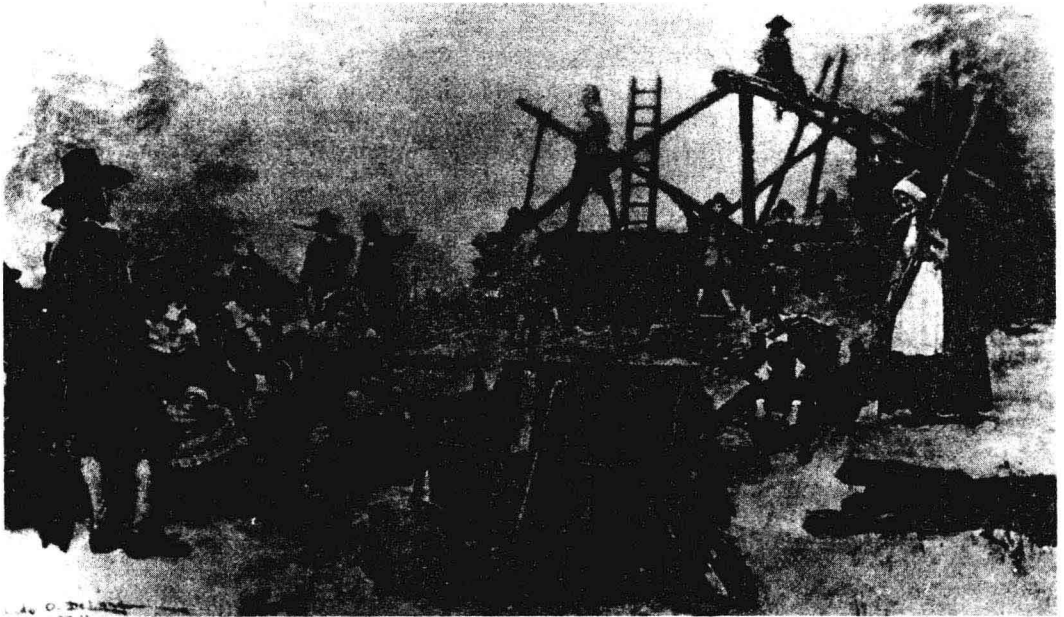
3. Why did the American Indians think that corn was a gift of the gods?
4. Adobe is used for houses in many hot, dry countries. Why?

**Summary (main idea)**

What did you learn about the early Indians? Answer in one or two sentences.

# 2

## Thanksgiving



"Starting Life Anew in the Wilderness," a painting by Clyde DeLand, showing Pilgrims building their first shelter. (Philadelphia Board of Education)