

EXPECTATIONS



Language
and
Reading
Skills for
Students
of ESL



KENNETH J. PAKENHAM



4.0/2.0/1.0
p. 12

EXPECTATIONS

Language and Reading Skills for Students of ESL

KENNETH J. PAKENHAM

English Language Institute,
University of Akron

World Publishing Corp

• PRENTICE-HALL

Englewood Cliffs, New Jersey 07632

Library of Congress Cataloging-in-Publication Data

Pakenham, Kenneth J.

Expectations: language and reading skills for students of ESL.

Includes index.

1. English language—Text-books for foreign speakers.

I. Title.

PE1128.P237 1986 482.2'4 85-24372

ISBN 0-13-294414-6

My thanks go to my colleagues in the E.L.I., University of Akron, for their interest, support, and active help during the writing of this book, and to the many students of ESL whose use of the emerging text helped shape its final form.

Cover designer: Ben Santora

Manufacturing buyer: Harry P. Baisley

Illustrations by Amy Franks

© 1986 by Prentice-Hall

A Division of Simon & Schuster, Inc.

Englewood Cliffs, New Jersey 07632

All rights reserved. No part of this book may be reproduced, in any form or by any means, without permission in writing from the publisher

ISBN 0-13-294414-6 01 .

ISBN 7-5062-0531-9

Reprint authorized by Prentice-Hall Inc

a Simon & Schuster Company

Copyright ©1986 by K J Pakenham

Reprinted by World Publishing Corporation, Beijing, 1990

for sale in The People's Republic of China (excluding

Hong Kong, Macao and Taiwan Province of China)

To the Teacher

The goal of this book is to equip adult students of ESL with some of the linguistic knowledge and reading skills needed for the comprehension of texts of a general academic nature. It is intended for use with near-beginning, low-proficiency students who have had the equivalent of approximately sixty hours of global-skills instruction and who are familiar with the Roman alphabet. It can also be used with "false beginners," students who may have had more classroom experience of ESL but whose reading proficiency is still low.

An entry-level knowledge of some basic English vocabulary and structure is presupposed for students who are to work with the book. This knowledge is specified in Appendix 3.

APPROACH

The book is based on a number of general beliefs about the nature of the reading process and its relationship to linguistic skills. The beliefs are as follows:

1. Learning to understand a second language will proceed more quickly than learning to produce it.
2. Linguistic knowledge (i.e., grammar and vocabulary) is necessary for efficient reading, but it is not sufficient.
3. The development or mobilization of reading skills can run concurrently with the acquisition of linguistic knowledge.
4. The ability to formulate expectations for the form and content of text still to be read is central to efficient reading.
5. The possession of some background knowledge will facilitate reading.

The activities presented in this book will reflect one or more of these beliefs.

GENERAL OUTLINE

The book consists of seven units and a brief Introductory Unit. Each unit focuses on one general topic, with the topics alternating between issues of international interest and issues more directly related to life in the United States.

Each unit consists of two sections: (1) a vocabulary study and preparatory reading section and (2) a main reading section. The first section defines, exemplifies, and offers practice in vocabulary items likely to be encountered in general academic, pre-technical English. Approximately forty items are introduced, in five groups. The section includes five short reading passages; the passages are intended to show the new vocabulary items in wider contexts and to establish some background knowledge which will be helpful for the understanding of the main reading of each unit.

The main reading section includes a longer reading passage which uses the structures and vocabulary introduced and practiced earlier in the unit. It also includes exercises in main idea recognition, detailed comprehension, and coherence recognition. Pre-reading exercises are provided as well; these promote the comprehension of unknown vocabulary from context and the development of expectations for the content of the upcoming main reading passage.

Appendix 1 consists of grammar study sections for each unit. They explain one or more points of English structure and provide exercises in the understanding of these structures for reading.

As the book proceeds, the readings become longer. In addition, sentence structure becomes more sophisticated and varied, reflecting the structural points introduced in preceding units.

GUIDELINES FOR USE

Reading teachers will devise many ways to effectively use the material in this text. However, since the book departs somewhat from the format of existing reading texts, a number of suggested guidelines for its use are provided. First I have given some general suggestions about the sequencing of activities within the book and within each unit. Then I have outlined general guidelines for the division of activities between in-class and homework assignments.

1. Since each unit builds on the vocabulary and structure of preceding units, the unit-by-unit sequence of the book should be followed. The Introductory Unit, consisting of a short grammar study section (in Appendix 1) and a vocabulary study section, is intended to introduce students to some of the less common features of the book in order to reduce the load of new activities that students will have to master in Unit One.
2. Teachers should complete the vocabulary study and preparatory reading section in each unit before beginning the main reading. This will allow students to become familiar with the vocabulary and general subject matter of the main reading.
3. Teachers may use or omit the grammar section of each unit, as they see fit. If teachers choose to use this section, it can be presented before the introduction of the new vocabulary. Alternatively, some teachers may wish to postpone consid-

eration of the grammatical structures until students have encountered these structures in their reading of the short passages in the vocabulary study and preparatory reading section.

4. In each vocabulary study and preparatory reading section, teachers can have students work on preliminary familiarization with a set of words before reading the appropriate short passage. Alternatively, focused vocabulary work could be postponed until the students have encountered the new items in the shorter reading passage.

The vocabulary exercises (Same or Different, Expectations, and Vocabulary Quiz) are best left until the students have familiarized themselves with the vocabulary items in question. In these exercises, the vocabulary items of Parts A and B are practiced together, as are the items from Parts C, D, and E. The exercises are designed to offer reinforcement and consolidation of preliminary learning.

Note, however, that the items in the Vocabulary Quiz exercises are arranged to follow the order of their introduction. This allows teachers, if they wish, to assign the appropriate part of these exercises earlier—for example, immediately after students have had their first exposure to the items in a given group.

5. The Expectations exercises in the main reading sections (which begin in Unit Two) should be completed before any intensive reading of the passage is undertaken. The Vocabulary in Context can also be done prior to the main reading, or it can be postponed until the given words are encountered in the main reading.

The sequence of the Main Ideas Check and the Comprehension Check is flexible. However, it should be pointed out that the Main Ideas Check states the main ideas and asks students to assign them to the correct paragraphs. The knowledge gained by doing this exercise before the Comprehension Check may help students, especially during the first weeks of the class. The Paragraph Reading exercises deal with information which will be fairly familiar to students after the main reading. Consequently, these exercises are best done as the final activity in the unit.

In general, the book is intended to provide copious amounts of reading or reading-related activities, both for in-class work and homework. In-class work can be done with the entire class, but it is probably more profitably pursued in small-group or individualized work sessions where feedback from the teacher is tailored to each student's needs. The following suggestions may be useful:

1. Teachers are encouraged to present the grammar points in their own way and with their own examples. The first three parts of each section (Introduction, Examples, and Explanation) of Appendix 1 are really intended for the students' reference after initial presentation and practice of the structures in question. Note that the goal is the ability to understand the structures, not to produce

them. Since the goal is a more modest one than the goal of a typical structure class, more material can be presented, material which has its place in the reading class but which would not be encountered in the early stages of a course aimed at productive mastery of structure.

2. The Same or Different and Expectations exercises in the vocabulary study and preparatory reading sections are probably best reserved for in-class work, where valuable feedback can be given promptly and in individualized form, if necessary. Most of the other activities in this section lend themselves equally well to in-class work and to homework. The exception is vocabulary memorization, which is best reserved as a homework activity.
3. It is recommended that the Vocabulary in Context and the Expectations exercises in the main reading section be done in class. This will eliminate, in the case of the former, possible dictionary use. In the Expectations exercises, it will allow the students to learn the point of an exercise which may be very unfamiliar to them and enable the teacher to offer immediate guidance and feedback. The other activities in this section are suitable both for in-class work and for homework. This allows teachers to vary the assignment of activities. Note that in all the comprehension questions, students are asked to specify the place (or places) in the text where they find the answers to questions. This is intended to preempt guessing and to emphasize the text as the source of information requested.

A separate Teacher's Manual is available to accompany this book. It contains more specific suggestions for the use of the materials in the book, as well as supplementary exercises and keys.

Contents

To the Teacher	vii
Introductory Unit	1
UNIT ONE The Discovery of America	10
Vocabulary Study and Preparatory Reading 10	
Main Reading 32	
UNIT TWO The Population Explosion	40
Vocabulary Study and Preparatory Reading 40	
Main Reading 59	
UNIT THREE Education in the United States	70
Vocabulary Study and Preparatory Reading 70	
Main Reading 90	
UNIT FOUR Disaster at Sea	101
Vocabulary Study and Preparatory Reading 101	
Main Reading 123	
UNIT FIVE Freedom and Equality in the United States	136
Vocabulary Study and Preparatory Reading 136	
Main Reading 160	

UNIT SIX	The Environment in Danger	176
	Vocabulary Study and Preparatory Reading 176	
	Main Reading 199	
UNIT SEVEN	The Changing Role of Women in the United States	215
	Vocabulary Study and Preparatory Reading 215	
	Main Reading 239	
Appendix 1.	Grammar Study: Explanations and Exercises	257
Appendix 2.	Irregular Verbs	312
Appendix 3.	Entry-Level Specifications	315
	Vocabulary Index	321

Introductory Unit

Grammar for this unit: Actions in the past

You will find information and practice on this grammar point in Appendix 1, Introductory Unit.

Vocabulary Study and Preparatory Reading

PART A

to seem (verb)

DEFINITION to seem to be something; to give the idea of something

- EXAMPLES**
1. Today it is 70°F, but it doesn't *seem* so warm. It *seems* quite cold. There is a strong wind from the north.
 2. Things far away from you *seem* very small.

accident (noun)

DEFINITION an accident: something bad happens to you. This is an *accident*.

- EXAMPLES**
1. There are car *accidents* every day. People drive too fast and don't take enough care on the roads.
 2. A person falls down the stairs and is hurt. This is an *accident*.

maybe/perhaps (adverb)

DEFINITION maybe: not sure about something
perhaps: maybe

- EXAMPLES**
1. Robert: Hi, Mike, are you coming to the soccer game with us?

- Mike: *Maybe*. I have to do some work for tomorrow, so I'm not 100% sure.
2. John: Hi, Mike. Where's Robert?
- Mike: I don't know for sure. *Perhaps* he's in the cafeteria. It's lunch time.

to arrive (verb)

DEFINITION to arrive: to get to a place; to finish a journey

- EXAMPLES 1. I want to meet you at the airport. When does your plane *arrive*?
2. The party begins at nine o'clock, but Mike has to work this evening. He can't *arrive* before eleven o'clock.

to leave (irregular verb)

left (past tense)

DEFINITION to leave: 1. to go away from a place or from a person
2. not to take something with you

- EXAMPLES 1. Tomorrow we have to get up early. Our plane *leaves* at 8:30 A.M.
2. I can't find my English book. Maybe I *left* it at home.

trouble (noun)

DEFINITION trouble: difficulty

- EXAMPLES 1. This math class is giving me a lot of *trouble*. It is very difficult for me.
2. I am having *trouble* with my car. It doesn't start on cold mornings.

important (adjective)

DEFINITION important: We have to pay attention to something; it matters a lot.

- EXAMPLES 1. Here is some *important* information about your journey to Washington. The plane leaves at 8:30, not at 9:00.
2. Tomorrow is an *important* day for me. I begin a new job tomorrow.

way (noun)

DEFINITION a way: 1. how to do something
2. how to get to a place

- EXAMPLES 1. What is a good *way* to learn English?
Go to the U.S., take classes there, and live with Americans.
2. Mike: Can you tell me the *way* to the library?
Jane: Go down this street for one block. The library is on your right.

to continue (verb)

DEFINITION to continue: to go on with something

- EXAMPLES 1. After an hour in New York, we *continued* our journey from London to San Francisco.
2. The students read two pages of the story on Monday; on Tuesday they *continued* the story; on Wednesday they finished it.

Now read this passage and answer the questions about it. Also write the numbers of the lines where you found the answers.

1 Every year millions of people travel by plane without any diffi-
2 culty. I don't fly very often, but I always seem to run into trouble.
3 Trouble seems to like me; it goes with me like a friendly dog! Last
4 year, for example, I wanted to come home from a winter vacation
5 in Miami, Florida. I had to take a plane to Atlanta and then take
6 another plane home. We left Miami on a Sunday morning. The
7 weather there was warm and sunny. We arrived in Atlanta at
8 12:30 P.M., but then it began to snow. In the next three hours, 10
9 inches of snow fell, and the plane could not leave. After twenty-
10 four hours at the Atlanta airport, I was able to continue my
11 journey. I arrived home and went to work. "You look tired," the
12 people at work said. "You need a vacation!"

13 This year I had to go to Washington, D.C., for an important
14 business meeting. For the plane journey, I wore sports clothes; they
15 were old, but I felt comfortable in them. My good clothes for the
16 meeting were in my suitcase. That was a very intelligent idea! I
17 arrived in Washington, but my suitcase didn't. Maybe it went to
18 London or perhaps to San Francisco. I don't know, but it didn't
19 arrive in Washington with me! I went to my important meeting in
20 my tennis clothes. Now that is not a good way to do business!
21 People in Washington wear suits to business meetings, not shorts
22 and tennis shoes. My meeting did not go well. That was two weeks
23 ago. Now I am home again, and I am still waiting for my suitcase!

1. When did the writer have trouble last year? Line(s) ____
 - a. On his way to Miami
 - b. On the plane from Miami to Atlanta
 - c. On his way home from Miami
2. Why did the writer have to wait in Atlanta? Line(s) ____
 - a. The weather became bad, and his plane could not leave.
 - b. All the planes were full; he could not get a ticket.
 - c. He could not find his suitcase.
3. T F The writer had to wear tennis clothes to his business meeting in Washington. Line(s) ____
4. T F The writer was happy with his meeting in Washington; it went well. Line(s) ____
5. What trouble did the writer have on his trip to Washington? Line(s) ____
 - a. He got on the wrong plane.
 - b. The plane was late, and he was late for his important meeting.
 - c. Someone did not put his suitcase on the Washington plane.

PART B

strange (adjective)

DEFINITION strange: You don't know things or people; you don't see them often. For you, they are *strange*.

- EXAMPLES
1. For many people from other countries, American football is a very *strange* game. It is called football, but the players keep the ball in their hands.
 2. Many drivers from the U.S. and Europe feel *strange* in Britain. They have to drive on the left side of the road, not the right.

result (noun)

DEFINITION a result: 1. something happens because of another thing
2. the news of a test or a game

- EXAMPLES
1. My friend has a lot of trouble with his right leg. This is *the result* of a car accident last year.
 2. The students were happy with *the results* of their test. Everyone got over 80%.

to take place (irregular verb)

took place (past tense)

DEFINITION to take place: to happen

- EXAMPLES**
1. The soccer World Cup *took place* in Spain in 1982. It *took place* in Argentina in 1978.
 2. The Olympic Games *take place* every four years.

real (adjective)

really (adverb)

DEFINITION real: true
really: 1. truly
2. very

- EXAMPLES**
1. Some people don't like to tell their *real* age. They want to be young.
 2. Robert: Mike, do you *really* want to go to the game tonight? It's very cold.
Mike: No. Let's forget it and go another night.
 3. I'm *really* tired. I have to go to bed.

suitable (adjective)

unsuitable (adjective)

DEFINITION suitable: right for someone or something
unsuitable: not right

- EXAMPLES**
1. This apartment is *unsuitable* for my brother and his family. It has only one bedroom and it is not near any schools. (He has three children.)
 2. This book is not *suitable* for our class. It is too difficult.

cause (noun)

to cause (verb)

DEFINITION to cause something: to make something happen
a cause: a reason

- EXAMPLES**
1. The bad weather *caused* a lot of road accidents.
 2. In our class, we are studying the *causes* of World War II. We are asking the question, Why did the war begin?

nearly (adverb)

almost (adverb)

DEFINITION nearly: not 100%, but very close
almost: nearly

- EXAMPLES 1. The classroom is *nearly* full. There are only one or two free chairs.
2. It's *almost* three o'clock. (Maybe three or four minutes before three.)

clear (adjective)

DEFINITION clear: You can understand or see something easily.

- EXAMPLES 1. Good teachers can give *clear* examples to their students. From the examples, the students can understand the rule.
2. Student: Can you please explain this rule to me again? It's not really *clear* to me.

Now read this passage and answer the questions about it. Also write the numbers of the lines where you found the answers.

1 To people from other countries, baseball seems a very strange
2 game. Its rules are not clear, and it is not really a "world" game,
3 like soccer. But there are other strange things about baseball. One
4 is the name of the top team: the top baseball team in North Amer-
5 ica is called the "World Champions." The "World Series" is the
6 name of the seven games between the top two teams. But how can
7 it be a *World Series*; how can the top teams be *World Champions*?
8 Only teams from the U.S. and Canada play in this *World Series*!

9 The World Series takes place in October every year. There can
10 be up to seven games in the series. The first team with four wins
11 becomes the World Champions. The teams play two games in the
12 home city of one of the teams; then they leave that city and play
13 the next two or three games in the home city of the other team.
14 The last two games take place in the first city.

15 For many Americans, October is not a suitable month for the
16 World Series. "Baseball is a summer game," they say. "We need
17 good weather for these important games." They are right. In some
18 cities—Chicago, Montreal, Toronto, Detroit, New York, Cleveland,
19 Pittsburgh—October is almost winter and the weather can be very
20 cold. The cold can cause trouble for the players. In one game of a
21 World Series it began to snow; the players couldn't keep the ball in
22 their hands and made a lot of mistakes in the game.

23 But for the people at the games, the weather isn't really impor-
24 tant. They come to the games in warm weather and in cold
25 weather. The important thing for them is a good result—a win for
26 their team.

1. When does the World Series of baseball take place? Line(s) ____
 - a. In the United States and Canada
 - b. In October every year
 - c. Between the top two teams of North America
 - d. No, it does not take place every year.
2. T F Teams from many countries of the world play in the World Series. Line(s) ____/
3. T F People from other countries do not really understand baseball. Line(s) ____
4. T F Baseball players like cold weather. Line(s) ____
5. Here are the results of the first four games in the 1976 World Series. Cincinnati played New York. Line(s) ____

Game 1: Cincinnati, 5–New York, 1
 Game 2: Cincinnati, 4–New York, 3
 Game 3: Cincinnati, 6–New York, 2
 Game 4: Cincinnati, 7–New York, 2

How many games did they have to play in this World Series?

 - a. Four
 - b. Seven
 - c. Five

Exercises for Parts A and B

SAME OR DIFFERENT?

Read the two sentences in each example. Do they express the same ideas, or do they express different ideas? Write *S* for sentences with the same ideas; write *D* for sentences with different ideas.

Remember: You can express the **same** ideas with **different** words and **different** grammar!

1. a. How can I learn English fast? _____
 b. What is a good way for me to learn English fast? _____
2. a. The bad weather caused the accident. _____
 b. The accident was the result of the bad weather. _____
3. a. I didn't really understand the professor's explanation. _____
 b. The professor's explanation was very clear to me. _____
4. a. I am having a lot of trouble with this math class. _____
 b. This math class is really important for me. _____

5. a. Mike felt really tired, but he continued to work. _____
b. Mike stopped working; he felt really tired.
6. a. There was snow on the field, but the game took place. _____
b. They did not play the game; there was snow on the field.
7. a. Tomorrow's game means a lot to our team. _____
b. The game tomorrow is very important for our team.
8. a. It's very hot today; it's almost 95°F. _____
b. Today is very hot; it's nearly 95°F.

EXPECTATIONS

Read the first sentence in each of these examples. Think about the ideas in it. What ideas can you expect in the next sentence? From (a), (b), and (c), choose the sentence or sentences that can follow the first sentence. Together the sentences have to have a clear meaning.

1. There were a lot of people at the baseball game last night.
a. It was a very important game.
b. The stadium was almost full.
c. The weather was really bad last night.
2. Mike does not want to go to the soccer game with us today. That's very strange.
a. He does not really like soccer.
b. Last year he went to every game with us.
c. He has an important test tomorrow.
3. I am not really sure about Mike's address.
a. Perhaps Robert can tell you; he and Mike are very good friends.
b. He lives at 151 Main Street.
c. It's Apartment 2, 55 Market Street.
4. These light clothes are not suitable for the winters in this part of the country.
a. You really need them for the cold weather.
b. They're all right for the summer, but you need different clothes for the cold weather.
c. It gets really cold here.
5. My brother is not a good driver.
a. He was very happy about the result.
b. He had three accidents last year.
c. Two days this week he almost caused an accident.