

EXPLORING THE UNITED STATES

Past and Present

Nancy Herzfeld-Pipkin
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and
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Preface

This text has two purposes: to provide intermediate level students of English with ways for improving various English skills and to acquaint these students with the history, geography, people, and culture of the United States.

Two readings in each chapter give ample opportunity for enrichment of vocabulary and development of reading skills. These readings provide students with examples of both formal (academic) and informal styles of writing. Prereading exercises introduce most readings by giving students an opportunity to discuss various topics and to develop vocabulary that will aid them in their understanding of the materials presented. Various types of exercises follow the readings.

Each chapter concludes with cultural situations/role-plays and discussion/writing topics. The cultural situations selected are ones that frequently occur in the lives of travelers and are meant to be helpful as indicators of possible experiences which students may encounter. Their pedagogical function is twofold: they are vehicles for discussion as well as problem-solving, open-ended tasks. We hope these exercises will be used as cross-cultural instruments, useful in comparing and contrasting the cultural backgrounds of the students.

The discussion/writing topics are designed to help the students further utilize material in each chapter. In some cases, students are asked to draw on their own experiences, relating them to the topics presented. In other cases, they are asked to review vocabulary in less structured contexts.

We hope that both students and teachers will find this book an enjoyable way to learn English. Its unique thematic approach is meant to be refreshing as well as informative.

Acknowledgments

To our families:

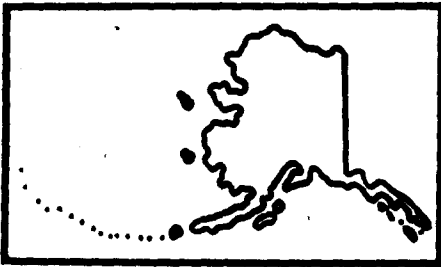
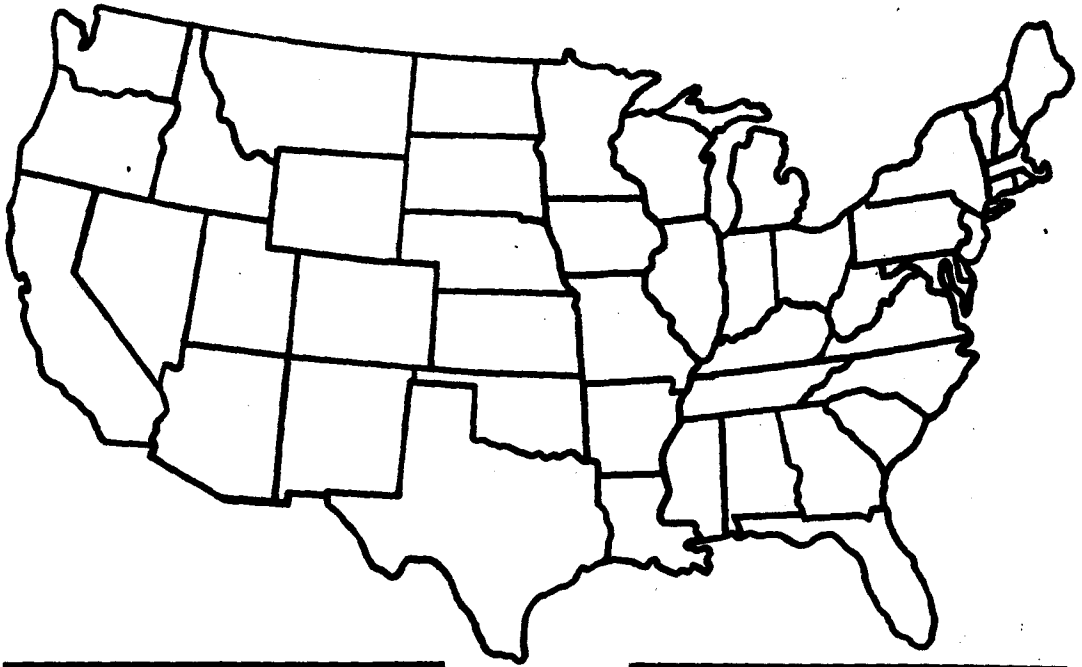
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UNITED STATES OF AMERICA

Introduction

TO THE TEACHER

This section is intended to present an overview of the text and to provide specific guidelines for use of the materials. Briefly, the book consists of sixteen chapters, each focusing on a different area or group of people within the United States. Each chapter has two readings with various types of exercises. At the end of the chapters are cultural situations, role-plays, and discussion and writing questions that review and expound on the preceding material. Maps and pictures have been provided throughout the book both to enhance the students' knowledge of a particular area and to stimulate discussion.

We hope the following suggestions will be helpful in facilitating the use of the book.

READINGS

The theme of the book concerns a group of students taking a trip across the United States. Thus, the readings follow a specific sequence, that of their travel route from start to finish. Most readings are one or two pages long and are the basis for information about the area. There are four types of readings, designed to give students practice in reading different writing styles. They can be read silently by the students or aloud if the teacher prefers. They can also be assigned as homework prior to class.

The four types of readings are:

1. **Formal (academic) readings**—These readings are informational and descriptive accounts, sometimes geographic or historic in nature. Some have a cultural focus.
2. **Letters**—Letters are meant to demonstrate different writing styles found in individual accounts and descriptions. They are written from the point of view of the students who are traveling.
3. **Log entries**—Log entries reflect the group's personal impressions and feelings about the trip.

4. Maps and travel information—These are specialized readings which present the students with “realia.” They call for practical application of travel material.

EXERCISES

Exercises included in this book afford practice in several English skills. The primary focus is upon vocabulary enrichment and reading development; therefore, each chapter provides a number of exercises to practice these skills. Other exercises are included in order to add variety and give extra practice in areas which traditionally require strengthening. Thus, most readings have at least five or six exercises; teachers may select those that are most applicable to their students or take advantage of the full range of practice provided.

PREREADING EXERCISES

Each reading is preceded by prereading activities, such as general discussion, use of maps, skimming, and vocabulary exercises. Some or all of these exercises can be assigned as homework in order to introduce the topic to students.

1. General discussion—Discussion questions draw upon students' previous knowledge of the subject and are meant to help them anticipate the material presented. This activity can be done by the class as a whole or in small groups which report back to the class.
2. Use of maps—Some maps have been provided with brief activities that ask the students to fill in certain features. These can be assigned as homework by asking the students to research the information themselves (thus utilizing library skills). They can also be done in class if the students have some knowledge of the area or if the teacher brings in supplemental materials such as maps and atlases. A few chapters require students to obtain their own map information.
3. Skimming—In some chapters students receive practice in this valuable reading skill. Teachers should make clear the importance of getting an overview of a reading, rather than concentrating on details in these exercises.
4. Vocabulary—Vocabulary in Context exercises are provided to show students that they can use their own resources, rather than a dictionary, to ascertain the meanings of unfamiliar words. It should be emphasized that students need not know the meaning of every word in a sentence; knowledge of the general context is sometimes suffi-

cient. Other vocabulary exercises in the prereading activities include synonyms, antonyms, definitions, and meanings.

It may not be necessary to complete all of the vocabulary exercises. They have been included in order to provide students with ample opportunity for vocabulary development if desired.

EXERCISES FOLLOWING THE READING

Reading Skills

1. Comprehension checks—Each reading (except maps) is followed by this kind of exercise. The purpose is to determine how well students have understood what they have read. It is up to the teacher to decide whether or not students should look back at the readings when completing these exercises.
2. Analysis of the readings—These are intended to provide further examination of the readings through the author's use of inference, exemplification, comparison/contrast, and references. They also require students to be aware of the author's purpose in presenting certain information. This is a particularly important activity because it asks the students to read between the lines. It may be especially valuable for those students who plan to continue their academic studies in English.
3. Scanning—Scanning exercises help the student to develop the ability to look for specific information. The teacher may wish to compare/contrast scanning with skimming and to emphasize their applications outside the classroom. Many scanning exercises also include practice with identifying main ideas and details.

Word Study

Word study exercises have been included in many chapters for further vocabulary enrichment.

1. Synonymous phrases (idioms)—These exercises are important because they increase the students' knowledge of idiomatic expressions. They also allow students to see how words are put together into expressive or meaningful phrases.
2. Word forms—These strengthen both vocabulary and grammar by giving students practice with various forms of words found in readings. Some of these exercises also include noun/verb distinction. These help students recognize that one form of a word can be used in more than one way.

3. Word analysis (prefixes/stems/suffixes)—These exercises provide students with additional resources to strengthen their abilities to analyze unfamiliar words, thus decreasing dependency on dictionaries.

Other Exercises

We have included other exercises to provide students with practice in skills that often need improvement: specifically, determiners, prepositions, summarizing, and cloze. Cloze exercises reinforce context skills as well as grammatical concepts.

CULTURAL SITUATIONS/ROLE-PLAYS

At the end of each chapter, students are asked to participate in several activities. It is important for the teacher to know that these situations are often subjective and culture bound; therefore, there may not be a correct answer. Students should be encouraged to discuss their responses freely in order to give insight into their cultures and opinions.

Some of these exercises are intended to familiarize students with the concept of register. That is, students need to know levels of formality and use of appropriate language in specific situations.

Role-plays are meant to give the students a chance to work with their classmates while developing verbal skills. They should be assigned as small group tasks, which can later be presented to the class as a whole.

Some of the situations are presented as multiple choice exercises. Students should not feel that there is one correct answer; a variety of answers should be encouraged.

DISCUSSION/WRITING

These exercises are intended to utilize material in the chapter by having students expound upon topics presented, often drawing on their own experiences. No directions are given, since the teacher should decide how they can best be used with a particular class. These exercises lend themselves well to group work.

OTHER (OUTSIDE) ACTIVITIES

In order to give students practice with English outside the classroom, specific tasks related to the material in the book can be given. These might include listening to news and weather reports on radio and television or reading magazines and newspapers for information about areas discussed in the book. Teachers who wish to give their students practice in using the library can assign topics related to those presented in the book as research assignments. These can be assigned as group work, especially if the students are not well versed in library procedures.

To the Student

A group of students from a California university has decided to spend several months traveling through the United States in a camper van. They hope to use this experience as a basis for future projects within their majors. Therefore, they are attempting to learn as much as possible about the geography, history, and culture of the areas they visit. In this book you are going to accompany these students on their journey. You will be introduced to each area through readings. You will also learn about the students' personal experiences through logs (diaries) which they are keeping along the way, as well as through letters to friends and relatives.

Here are the students who will be taking this trip:

Karen Bradley—Karen is a graduate student who is majoring in Sociology. She has traveled extensively and has worked as a tour guide during her summer vacations. Her hobbies include listening to folk and pop music, gardening, and hiking. Karen is Jim's older sister.

Jim Bradley—Jim is a junior in college and is majoring in Journalism. His interests include participating in various water sports (surfing, swimming, and sailing) and playing the guitar. Jim is Karen's younger brother.

Rick Garcia—Rick is a graduate student and is majoring in Cultural Anthropology. His hobbies include camping, fishing, and gourmet cooking.

Mike Klein—Mike is a junior in college and is a Creative Writing major. His interests include photography and long distance running.

Paula Mehu—Paula is a graduate student and is majoring in Linguistics. She enjoys pottery making and participating in various sports (tennis, volleyball, and snow skiing.)

Cindy Jackson—Cindy is a college junior who is majoring in Art. Her hobbies include modern dancing, reading, and oil painting.

WELCOME ABOARD AND ENJOY THE TRIP!

Chart of Activities/Skills*

Reading	PREREADING			FOLLOWING READINGS		
	Discussion	Skimming	Vocabulary	Reading Skills	Word Study	Other
Lesson 1 I—California Cities	✓		A. Context B. Synonyms	Comprehension Analysis of the Reading		Determiners Cloze
II—California (Mike's Log)		✓	A. Context B. Synonyms	Comprehension Analysis of the Reading	Synonymous Phrases Word Forms	
Lesson 2 I—Pacific Northwest (Cindy's Log)	✓		Synonyms	Comprehension Analysis of the Reading	Synonymous Phrases Suffixes	
II—Trip to Alaska (Travel Brochure)		✓	A. Context B. Synonyms	Comprehension Scanning		
Lesson 3 I—Alaskan Eskimos	✓		A. Context B. Synonyms C. Meanings	Comprehension Analysis of the Reading Scanning— Main Idea/ Details	Adjectives of Frequency	
II—Alaska (Karen's Letter)	✓		A. Synonyms B. Definitions	Comprehension Analysis of the Reading	Synonymous Phrases Word Forms	
Lesson 4 I—Idaho, Montana, Wyoming	✓		A. Context B. Synonyms C. Meanings	Comprehension Analysis of the Reading	Word Forms	Cloze
II—A Rodeo (Jim's Log)	✓		A. Context B. Synonyms C. Meanings	Comprehension Analysis of the Reading	Synonymous Phrases/ Idioms	Prepositions
Lesson 5 I—The Prairie Belt	✓ (MAP)		A. Synonyms B. Antonyms	Comprehension Analysis of the Reading	Word Forms	
II—Indians of the Plains (Rick's Log)		✓	A. Context B. Synonyms	Scanning— Main Idea/ Details Analysis of the Reading	Synonymous Phrases Nationalities	
Lesson 6 I—The Heartland	✓ (MAP)		Synonyms	Comprehension Analysis of the Reading	Word Forms	Determiners

Chart of Activities/C. Ills*

Reading	PREREADING			FOLLOWING READINGS		
	Discussion	Skimming	Vocabulary	Reading Skills	Word Study	Other
II—Chicago (Things to See and Do)				Skimming/ Scanning		
Lesson 7 I—New England	✓		A. Context B. Synonyms C. Meanings	Comprehension Analysis of the Reading	Stems/ Prefixes	Cloze
II—Boston (Tour Book)		✓	A. Context B. Synonyms C. Meanings	Comprehension Scanning	Synonymous Phrases	
Lesson 8 I—New York City (Cindy's Letter)	✓		Synonyms	Scanning— Main Idea/ Details Analysis of the Reading	Synonymous Phrases Prefixes	
II—The Pennsylvania Dutch	✓		A. Context B. Synonyms C. Meanings	Comprehension Analysis of the Reading		Determiners Cloze
Lesson 9 I—The Government of the United States	✓		A. Context B. Synonyms C. Meanings	Comprehension and Analysis Comprehension Review	Word Forms	Determiners
II—Washington, D.C. (Mike's Letter)	✓		Synonyms	Scanning— Main Idea/ Details Analysis of the Reading	Synonymous Phrases	Prepositions
Lesson 10 I—Southeast Coastal States (Karen's Log)	✓ (MAP)	✓	Synonyms	Comprehension Analysis of the Reading	Synonymous Phrases Word Forms	
II—Atlanta	✓		A. Context B. Synonyms C. Synonyms and Antonyms	Comprehension Analysis of the Reading	Suffixes	Cloze
Lesson 11 I—Florida (Jim's Letter)	✓		Synonyms	Scanning— Main Idea/ Details Analysis of the Reading	Synonymous Phrases Stems	

Chart of Activities/Skills*

Reading	PREREADING			FOLLOWING READINGS		
	Discussion	Skimming	Vocabulary	Reading Skills	Word Study	Other
<div>II—Florida (Maps)</div> <div>MAP EXERCISES ONLY</div>						
Lesson 12 I—The Central Gulf Coast States	✓ (MAP)	✓	A. Synonyms B. Definitions	Comprehension Analysis of the Reading	Word Forms	Summarizing
II—New Orleans (Paula's Letter)	✓		A. Context B. Synonyms C. More Synonyms	Scanning Analysis of the Reading	Word Forms	Prepositions
Lesson 13 I—Texas		✓	A. Context B. Synonyms	Comprehension Analysis of the Reading	Synonymous Phrases Word Forms	
II—Houston/Dallas (Mike's Log)	✓		A. Context B. Synonyms C. More Synonyms	Comprehension Analysis of the Reading	Word Forms	Prepositions
Lesson 14 I—Colorado	✓ (MAP)		Synonyms	Comprehension Analysis of the Reading	Synonymous Phrases Prefixes/ Word Forms	
II—Utah (Rick's Letter)	✓		A. Context B. Synonyms C. Idioms	Comprehension Analysis of the Reading		Determiners Summarizing
Lesson 15 I—Arizona		✓	A. Context B. Synonyms C. Definitions	Comprehension Analysis of the Reading	Word Forms	Determiners
II—Tombstone, Arizona (Jim's Log)	✓		Synonyms	Scanning— Main Idea/ Details Analysis of the Reading	Synonymous Phrases	Cloze
Lesson 16 I—Early Inhabitants of Hawaii	✓		A. Context B. Synonyms C. Definitions	Scanning— Main Idea/ Details Analysis of the Reading		Prepositions Summarizing
II—The Hawaiian Islands (Karen's Letter)	✓		Synonyms	Comprehension Analysis of the Reading	Suffixes	Cloze

*All chapters also have cultural situations role-plays and discussion writing exercises following exercises outlined on chart.

Note: Check mark denotes presence of exercise in chapter.



CALIFORNIA

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