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ANGELA LABARCA



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PREFACE

The Spice of Life, an intermediate-level reader for English as a Second Language, consists of twenty-four adaptations of English-language articles that were selected to be both informative and entertaining. The adaptations and the learning activities were developed to help students become better readers, writers, and speakers of English while increasing their knowledge of the world and of themselves.

The readings are sequenced from chapter to chapter according to the frequency of difficult vocabulary words, as determined by our experience with students of intermediate English. In each reading, verbal or pictorial marginal glosses accompany the most difficult words and complex grammatical structures. The learning activities provide the student with many opportunities for using English creatively. Our intention is to offer the student a wide variety of interesting reading topics and challenging learning activities—a variety that is *The Spice of Life*.

The Spice of Life is dedicated to Jerry and Alice Ervin and to Elmer, Jorge, and Miguel Rodríguez.

JAMES M. HENDRICKSON

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INTRODUCTION

THE READING SELECTIONS

The reading selections in this book are adapted from a wide variety of recently published English-language magazine and newspaper articles. The articles are selected primarily for their high-interest appeal to adolescent and adult learners whose native language is other than English. The primary purpose of presenting an adapted version of the articles is to motivate students and help them use English for communicating about real-life events and people. A broader goal of the reading selections is to facilitate the students' progress toward reading these and similar articles in their original form.

The magazine and newspaper articles are simplified to the extent that students of intermediate English can comprehend them without a great deal of difficulty. Some complex grammatical structures are replaced with shorter and simpler sentences, and many vocabulary words are either replaced with simpler words or glossed in the margins by using simplified English and illustrations. The reading selections are sequenced in order of difficulty from the beginning of the book to the end. In every case we have also tried to keep the style and spirit of the original articles alive, so that students will find them as interesting and informative as they were to us when we first read them.

THE LEARNING ACTIVITIES

The learning activities are designed to help the student better comprehend the reading selections and to evaluate them more fully. The activities also provide many opportunities for the students to improve their skill in reading comprehension, listening, and speaking, as well as in thinking and writing clearly.

Initially, the students are expected to comprehend and think about the information in each reading selection. Then they evaluate the thoughts and feelings of its author, as well as the linguistic techniques that the author used to convey this information in writing. The students also organize, evaluate, and express their own ideas based on the reading topics, and are led to discover new strategies for learning and using knowledge creatively. Thus the students integrate their own knowledge with the information obtained from the reading selections, and with additional knowledge acquired through the learning activities. This learning process helps the students achieve a better understanding both of the world and of themselves.

The kinds of learning activities vary from chapter to chapter and include reading comprehension exercises, vocabulary and grammar exercises, awareness of reading strategies, small group activities, and independent study projects.

Comprehension Exercises

The students are expected to read each reading selection for meaning using available contextual clues. Then they read the selection again to obtain substantive information by responding to various kinds of comprehension exercises: paragraph skimming, sentence completion, written answers to questions, multiple-choice items, true/false statements, and diagram labeling.

Vocabulary and grammar exercises

A variety of exercises helps the students enhance their knowledge of the English vocabulary and grammatical structures contained in the reading selections. These exercises include vocabulary building; use of idiomatic and figurative language; analysis and usage of word families; word sets; *-ing* forms; use and position of nouns, adjectives, prepositions; and sentence combining.

Reading strategies

The students are often asked to organize information in the reading selections into meaningful "chunks" or categories by using charts and tables. Thus they learn different reading techniques and also become aware of the linguistic patterns that are repeated throughout the reading.

Small group activities

The students are given many opportunities to think, reconsider, speak, and write about their own thoughts and feelings in response to the content of the reading selections. Abundant personalized and small group activities that focus on the reading topics include: ranking, sentence completion, questions, charts, graphs, tables, word replacement, games, true/false statements, surveys, drawings, debates, small group projects, and reports.

Many of these activities are cross-culturally oriented; that is, the students compare or contrast information according to the norms established in their own social structure. The goal of these activities is to help them achieve a better understanding of and tolerance for ideas and feelings different from their own.

Independent study projects

The independent study projects in most of the chapters are designed to invite the students to go beyond what they have learned from the reading selections and the learning activities. These projects encourage them to investigate specific topics in depth and to write reports on their findings. Seeking, discovering, and reporting information in this way motivates the students to expand their knowledge of the world and of themselves. It also enhances their ability to use English with greater comprehension and speed, thereby becoming more self-reliant readers and better-informed individuals.

The authors of this book wish to provide as much flexibility as possible for the teachers and students who use it. We believe that the teacher is in the best position to select instructional materials suited to the needs and interests of the students. Teachers who use the reader, therefore, are encouraged to include or omit any reading selection or learning activity, or to adapt the instructions to the students' learning styles. The students are offered choices within many of the learning activities. The "?" in some activities invites the students to give appropriate responses to an item apart from the alternatives already provided. Similarly, within every independent study activity there are numerous short projects that the students may or may not wish to undertake. All these options are invitations to both teachers and students for using English in innovative and creative ways.

A FUNCTIONAL VOCABULARY LIST

The vocabulary list at the back of the book is intended to provide a useful reference to functional words and expressions found in the reading selections. By "functional" we mean content vocabulary items that convey the major portion of meaningful information between author and reader or between speaker and listener about a particular topic. The vocabulary is listed chapter-by-chapter and is further divided into categories of nouns, proper nouns, verbs, adjectives, and adverbs. A final category, expressions, lists phrases and idioms. Each word or expression is listed alphabetically within its respective category and under the heading of the chapter in which it appears initially.

The vocabulary list serves several purposes for students and teachers. First, it provides a reference for reviewing words and expressions for testing. Second, students can use it as a handy resource for written assignments. Third, the list serves as a basis for forming topical word groups (e.g., *family, mother, father*), for understanding and using words appropriately (e.g., *earth, land, ground*), for studying a characteristic of an important part of speech (e.g., *beautiful, faithful, grateful*), and for identifying and using synonyms and antonyms. Finally, the vocabulary list can be used as a basis for discussions on the interrelationships of word families by topic association, as suggested in "How Your Memory Works," page 124. Teachers are encouraged to adapt these suggestions to their students' needs and goals, and will want to experiment with other reading strategies that can help the students become more proficient and independent readers of English.



For Sale: Rare Earth

"There's no such thing as an undiscovered paradise,"° says Karel Van Haefton, a California real estate man.° "There is only a paradise that someone has found and wants to sell." Twenty-nine-year-old Van Haefton is the owner of a very unusual realty° company called Rare Earth. He sells the kind of land that some people call paradise.

Do you want your own private beach? Rare Earth will sell you 2,700 acres of Caribbean frontage° in Colombia for \$1,700,000, 454 acres on a Fiji Island for \$1,000,000, or 30 acres in Tahiti for \$150,000. Van Haefton can also sell you a mountaintop retreat,° an Indian burial ground° in California, and a 1,400-acre canyon° in Mexico. Would you like to own an entire island? Rare Earth lists 400 for sale in many parts of the world.

If Van Haefton doesn't have the real estate you want, he will try to find it for you. For example, one day a man came to Rare Earth and asked to be sovereign° of an island. After some work,

°a beautiful place
°real . . . a man who sells
land and other property
°real estate

°land along a shore

°a quiet place
°burial ground cemetery /
°deep, narrow valley

°ruler; top leader

Van Haefton found out that the government of Fiji owned remote, uninhabited^o islands that it would sell, including their sovereignty.

^owhere no people live

When looking for real estate in foreign countries, Van Haefton learned how to measure in *carras* in Costa Rica and *manzanas* in Colombia. An even more difficult problem is checking to be sure who owns the properties. Soon Van Haefton hopes to open a branch office^o of Rare Earth Realty in Europe. He believes that German industrialists, Greek shipowners, and perhaps wealthy oil sheiks^o might be interested in buying a remote fly-in ranch¹ in Montana or a fine 240-acre swamp^o in Florida!

^obranch . . . small office
belonging to a central
company / ^oArab chiefs
^overy wet land

¹Ranch: a large farm for raising animals. A *fly-in ranch* is a ranch that one can travel to directly by a small airplane.

LEARNING ACTIVITIES

A. Check your comprehension

Complete each statement below according to the information provided in the reading text.

1. If you want to buy an undiscovered paradise, you should write or telephone . . .

2. Colombia is a South American country that partly borders the . . .

3. If Rare Earth Realty does not have the kind of property you want, Mr. Van Haefton or his associates can . . .

4. Mr. Haefton sold one man an island in Fiji because the man wanted . . .

5. In many countries acres are not used to measure land; for example, in Colombia they use _____, and in Costa Rica they use _____.

6. Mr. Van Haefton is hoping that a European _____ will interest new Rare Earth customers such as . . .

B. Realty for sale

1. Complete the tables below, analyzing how the author describes the different types of property and customers.

a. Properties

DESCRIPTION

rare

unusual

TYPE OF PROPERTY

earth

paradise

beach

Caribbean

retreat

burial ground

islands (in Fiji)

ranch

Florida swamp

b. Customers

DESCRIPTION

KINDS OF CUSTOMERS

sheiks

shipowners

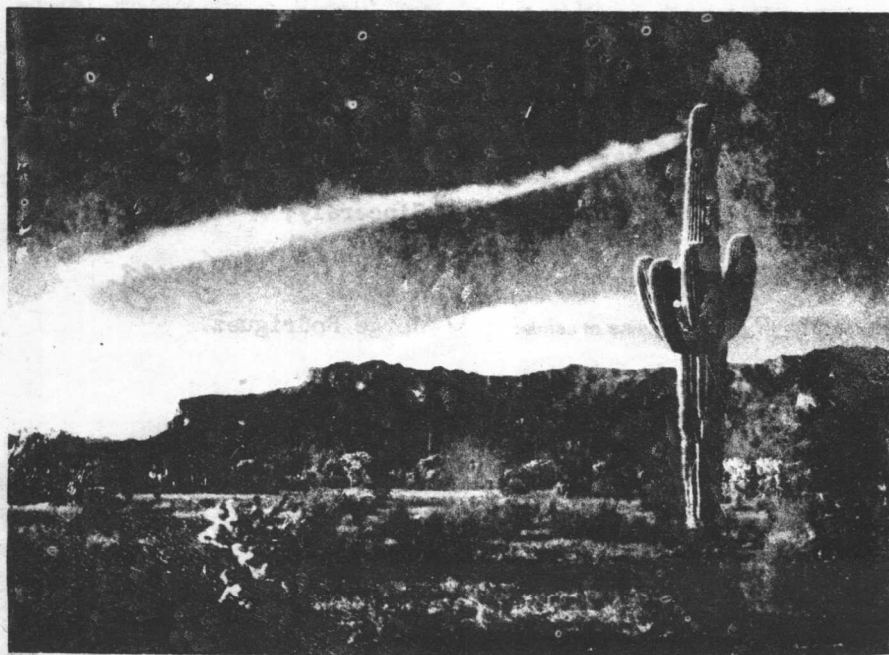
German

2. Imagine that you own a company like Rare Earth Realty. Extend the lists above by indicating the kind of customers you would like to have, and the unusual real estate you would like to sell them. Then put these two elements together in your own sentences.

EXAMPLE:

DESCRIPTION
well-to-doCUSTOMER
industrialistDESCRIPTION
MontanaREAL ESTATE
ranch

EXAMPLE SENTENCE: I think a well-to-do industrialist would enjoy owning a Montana ranch.



C. Formal letter writing

Pretend that you are not interested in buying any of the properties that Rare Earth Realty advertised in the newspaper. You want Rare Earth Realty to find you some property that really interests you. Following the form of a business letter outlined below, write a letter to Rare Earth asking for the kind of property you are interested in buying.

Name and address
of person to
whom letter is
being sent

Mr. Karel Van Haefton
Rare Earth Realty
Cappas Marina
Sausalito, CA 94965

Sender's address

2001 Fernwood Drive
San Diego, CA 92115

May 10, 1979 Today's date

Greeting

Dear Mr. Van Haefton:

I am writing to you in order to inquire about...

The kind of property that I am interested in is...

Main body

I would like to move to my new property as soon as...

Closing

Thank you very much for your consideration.

Sincerely,

Signature of sender

Jorge Rodriguez

Typed name of sender

Jorge Rodríguez

D. Small group activity: Creating a newspaper ad

Imagine that your group is a team of advertisement writers for Rare Earth Realty. Create a newspaper ad for a recently discovered "paradise" by following the steps suggested.

1. Think about a real or imagined property that has specific features (location, size, etc.). Use the table you made in Learning Activity B.

2. Discuss which features of this property you would emphasize (give special attention to) in a newspaper ad.

3. Discuss the specific words you need to describe this property, so as to attract customers.

4. Create your Rare Earth advertisement using the newspaper design that your group discussed.

5. Distribute copies of your newspaper ad to your classmates; see how they react.

E. Small group activity: Creating a radio ad

Create a one-minute radio advertisement from your newspaper advertisement. The steps below will help you.

1. Write the radio script (text) to advertise your property, using words taken from your newspaper ad. Remember that this time people will *hear* your ad, not *see* it.

2. Ask your teacher or a more advanced student of English to correct and comment on your radio script.

3. Time your script with a wristwatch or a clock, making certain that your advertisement lasts exactly sixty seconds.

4. Record your script, using a persuasive tone of voice and any sound effects that would attract customers.

5. Play your radio ad for the other students and discuss their reactions to it.

F. Small group activity: Creating a television ad

Adapt (change) both your newspaper and radio advertisements to create a one-minute television commercial advertising your Rare Earth Realty property. Then present your TV ad to

the other students either "live" in front of the classroom, or on video tape if such equipment is available. Discuss their reactions to it.

G. Small group discussion

1. How are Rare Earth advertisements different from advertisements in your country's newspapers? If possible, bring some of the newspaper ads to illustrate your discussion. If your country has few newspapers, tell by what other means things that are for sale are advertised there.

2. In your country, what are some popular products that are often advertised . . .

- a. by voice in the street or in the marketplace?
- b. by leaflet or poster?
- c. in the newspaper?
- d. over the radio?
- e. on television?

3. In your country, what are . . .

- a. the units in which people buy and sell land and other property?
- b. some basic items that every family needs in the home?
- c. some luxury items that everyone wants but few people can buy?
- d. some products that are exported to other countries?
- e. some products that are imported from other countries?



A One-Ring Circus¹

John Townsen is dressed in a green and white striped shirt and baggy red pants. He wears white shoes that are six sizes too big for him. His face is painted white and his nose looks like a big red ball. He smiles as he juggles^o two yellow balls, ignoring^o a third ball that bounces to the floor.^o John Townsen is performing again as a clown—a one-ring circus. “Interest in clowns is growing,” he says. “More and more people want to learn about clowning.”

^othrows in the air and catches / ^onot paying attention to / ^obounces . . . falls to the floor and then comes back

Clowns have always made people happy in times of peace and war. One hundred years ago clowns talked to their audiences; they joked with the people, sometimes by asking them silly questions. Today clowns don’t speak with words; like mimes, they communicate through body movement and facial expression.

¹One-ring circus. A circus is a show that entertains the public with animals, clowns, and other kinds of performers (people who do things before an audience) who perform in one or several circular areas called rings. A one-ring circus is a small one.



acrobats

°put on perform / °customs;
ways°given . . . who uses very
rude language°one who dresses too
elegantly / °awkward,
ignorant fellow°do something without
planning it in advance

°la . . . while performing in

Clowning has always been a popular art form. In ancient Greece clowns and acrobats° were called *deikelistai*, which means "those who put on° plays." The Asian traditions° of clowning come from the Hindu clown Vidusaka, whose name means "one given to abuse."° In the Chinese theater the clown was considered an unimportant character. He interpreted plays in the language of the common people; the more grand characters spoke properly. The traditional Chinese clowns included many different types: the dandy,° the lazy man, and the country yokel.°

In Burmese "Spirit Plays," clowns played major roles and were free to improvise.° And in contemporary Asian drama, this same freedom permits clowns to comment on social problems in the context of° a play. Clowns performed during the Middle Ages in the Italian *commedia dell'arte*, and in the French and English horse shows that later developed into the circus. Even American Indians found a place for clowns.

A clown's costume,° including his made-up° face, is his trademark.° Many clowns put white around the eyes and red on the cheeks, and paint special black lines to accent° certain facial features.° "It's harder to draw on the face than on a nice flat paper," says John Townsen. And what makes a clown laugh? Townsen smiled and juggled three red balls. Then he dropped one on his foot, and pretending it was very heavy, he screamed loudly.

°clothes / °painted

°thing that marks him as a
clown / °make sharper /
°parts

LEARNING ACTIVITIES

A. Check your comprehension

1. Describe how John Townsen looks and acts as a clown.

2. What differences are there between the performances of clowns in the nineteenth and twentieth centuries?

3. What role did clowns play in traditional Chinese drama? What is their role in Asian theater today?

4. In which other countries was clowning a popular art form?

5. Explain how a clown makes up his face.

B. Increasing your word power

Rewrite the following paragraphs, replacing the lines with appropriate words chosen from the reading selection.

CLOWNING

The last circus clown I saw was wearing a _____ shirt and _____. He made people laugh by _____ing three balls in the air or by asking silly _____. He often performed other traditional funny tricks, but sometimes he _____. Like many other clowns, his _____ was his costume and his made-up face.

I think clowning is an interesting _____. _____, like ballet or acrobatics. Modern clowns are _____ who speak only with their arms, hands, and body _____. Someday I would like to play the role of a clown before large _____, to make them laugh and to see the happy _____ on their faces.

C. Idiomatic expressions

Here are some idiomatic expressions used in the reading selection. Study the examples given, then use the expressions in sentences of your own.

1. play a role

Clowns played a major role in Burmese "Spirit Plays."

2. be free to

In Burmese drama, clowns were free to improvise before their audiences.

3. develop into

The French and English horse shows developed into the circus.

4. find a place for

Even American Indians found a place for clowns.

D. Charades

Today most clowns do not speak to their audiences; rather they are mimes who, like the famous Marcel Marceau, speak with their hands, feet, and facial expressions. Pretend that you are a mime, and play the following game called "Charades." This game will help you review new vocabulary words and grammatical structures.

1. Agree on a topic to be discussed such as types of words—for example, only verbs, only nouns, etc.

2. Divide the class into two groups.

3. Each student in both groups writes one vocabulary word or expression on a piece of paper. Fold the papers and put them in a box.

4. Groups exchange boxes.

5. Toss a coin to decide which team and which student will begin.

6. The student takes a folded paper and