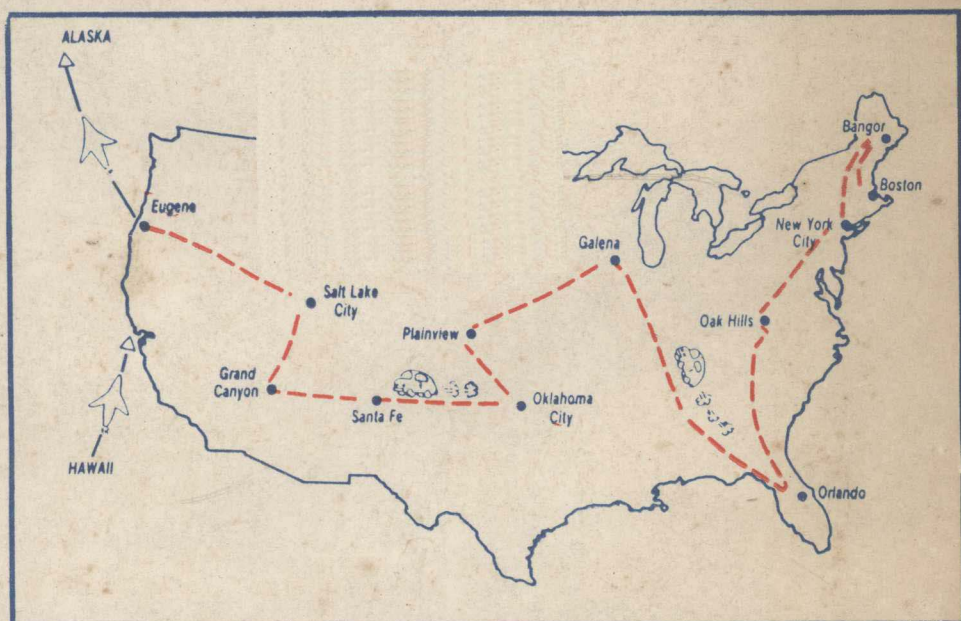


MEET THE U.S.



People & Places in the United States

LESLIE KAGAN · KAY WESTERFIELD

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People and Places in the United States

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Preface

For the Student

Meet the U.S. offers you the opportunity to improve your vocabulary and reading skills while increasing your knowledge of the culture and geography of the United States. Travel with reporter Lisa Evans as she drives across the United States writing articles for *The Boston Daily* newspaper, and become acquainted with the people and places she visits from Bangor, Maine to Honolulu, Hawaii. Meet the U.S.!

For the Teacher

Meet the U.S. is designed to develop the reading skills of ESL/EFL students at intermediate and advanced levels. The text touches upon many of the cultural and geographical variations that exist from region to region in the United States. *Meet the U.S.* develops an overall awareness of the United States, from its geography and its people to current issues and problems now facing the country. In regard to supplementary materials, the students' learning and enjoyment will be enhanced greatly by including some of the sights and sounds of each region; for example, a recording of bluegrass music for the Southeast or books with pictures of the national parks for the Mountain States will add another dimension to the class.

Highlights of Each Chapter

A. Take a Look This activity revolves around a regional map that shows state capitals, major cities, national parks, points of interest, and major industries. There are two sets of map exercises provided, one requiring short answers and the other requiring student-

formulated questions based upon given information. For a change of pace, these exercises can be used as group games.

B. A Letter from Lisa Lisa gives a friendly, interesting account of the area that she is visiting. Her letters include subjective comments on the scenery and reflections on local lifestyles, as well as personal anecdotes. Her letters also provide the student with examples of informal written language and offer a wide variety of colorful idiomatic expressions.

C. True or False? This exercise serves as a quick comprehension check relating directly to the letter. To make the exercise more difficult, the students can be asked to correct the false statements.

D. Close-up The focus of this cloze exercise alternates between determiners (odd-numbered chapters) and prepositions (even-numbered chapters). While the subject matter of this exercise is based upon the letter, the sentences are not taken directly from the text, thus making the exercise more challenging. A review of determiners may be helpful before doing the exercise.

E. Expressions This is a vocabulary exercise in which the student must rewrite sentences, replacing certain words and phrases with appropriate new vocabulary taken from the letter. Since no definitions for the vocabulary items are provided, the sentences are carefully worded so that the meaning of the italicized word(s) is clear from context.

F. Express Yourself This exercise provides the students with the opportunity to use the new vocabulary items in different contexts, often directly related to the students' own experiences and opinions. This exercise can be used for oral and written practice.

G. Think Back These comprehension questions on the letter require longer answers by the students. The exercise is suited for both oral and written work.

H. Talk About It The students are given the opportunity to improve their speaking skills by talking about some of the issues presented in the letter and relating them to their own lives. These questions can also serve as topics for short compositions.

I. Words, Words, Words! Each important new vocabulary item in the article is presented in a sentence illustrating its use. The students are challenged to figure out the meaning of the vocabulary word from the context of the sentence. When they have finished, the students can turn to the vocabulary list at the back of the book to check their definitions. The exercise is designed to make the students less dependent upon a dictionary by increasing their ability to use contextual clues. For variation, the students can work together in pairs or threes. At the teacher's option, this exercise can follow the reading of the article.

J. Headline Each article presents a topic which is of both regional and national interest. We have carefully chosen subjects of both current and future relevance. In sharp contrast to the letter, the article is written in a more formal, journalistic style.

K. First Impressions This multiple-choice exercise serves as a quick comprehension check relating directly to the article. After completing the exercise, the students can be asked to find the passage in the article that supports the correct answer.

L. Rapid Reading In this exercise, which can be timed, the students develop their reading speed by scanning the article quickly for certain pieces of information. At the teacher's option, this exercise can precede the reading of the article.

M. Between the Lines In this multiple-choice exercise the students develop their ability to read more discerningly, that is, "between the lines." The questions require the students to detect both main ideas and supporting examples, to be aware of implications, to guess the meaning of vocabulary items from context, and to understand specific pronoun references.

N. More Expressions This is a vocabulary exercise in which the students complete sentences by choosing the appropriate item. In contrast to the sentences in vocabulary exercise *E*, the sentences provide fewer contextual clues for the answers as definitions for the vocabulary have already been given.

O. Express Yourself See the description of exercise *F*.

P. Talk It Up This exercise is a combination of exercises *G* and *H*. The first questions refer directly to the text; the remainder serve to stimulate class discussion about the article and related issues. Again, these questions can be used as topics for short compositions.

Q. Word Families In doing these exercises the students are able to expand their vocabulary while increasing their knowledge of the different parts of speech—noun, verb, adjective, and adverb. The students are asked to complete interesting sentences with the correct word form, paying attention to both verb tense and voice, and singular or plural form of the noun. At least one member of each word family has been used in either the letter or the article.

R. Look It Up This exercise encourages students to use the library and other sources of reference outside the classroom. In this manner, the students themselves provide additional information about the region, while improving their library skills. This exercise lends itself nicely to both individual and group work, and the questions may serve as topics for compositions or short oral reports.

Prologue

... and then Steve called me into his office and asked me if I'd be interested in writing my own series of articles for *The Boston Daily* on the different regions of the United States. "Interested?" I said, "I'd be delighted! When do I start?"

Anyway, to make a long story short, I'll be traveling for about three months. I decided to drive rather than fly as that way I can see more of the country and have a more flexible schedule. My Chevy should be O.K. for the trip, and if I have any car problems, my travel expenses should pay for them.

Yes, Steve and I have become close friends over the past couple of years. I admire and respect him as an editor; he's really helped me develop my own journalistic style. Thanks to him, I think I've turned into a pretty good newspaper reporter.

I'm glad you decided to go to school in Boston this summer, so you can "apartment-sit" for me while I'm gone. I'll leave detailed instructions for watering the plants, feeding the cat, and the like. Thanks a lot.

Love,

Lisa

MEET THE U.S.

KEY TO NEW ENGLAND STATES

State Capital ★

Major City ●

River ~~~~~

Lake 

Mountains 

Appalachian Trail

Acadia National Park 1.


Major Industrial Area 


Dairy 

Apples 


Blueberries 


Cranberries 

Maple Syrup 

Potatoes 

Vegetables 

Poultry 

Cattle 


Granite Gn

Marble Mr

Clams 

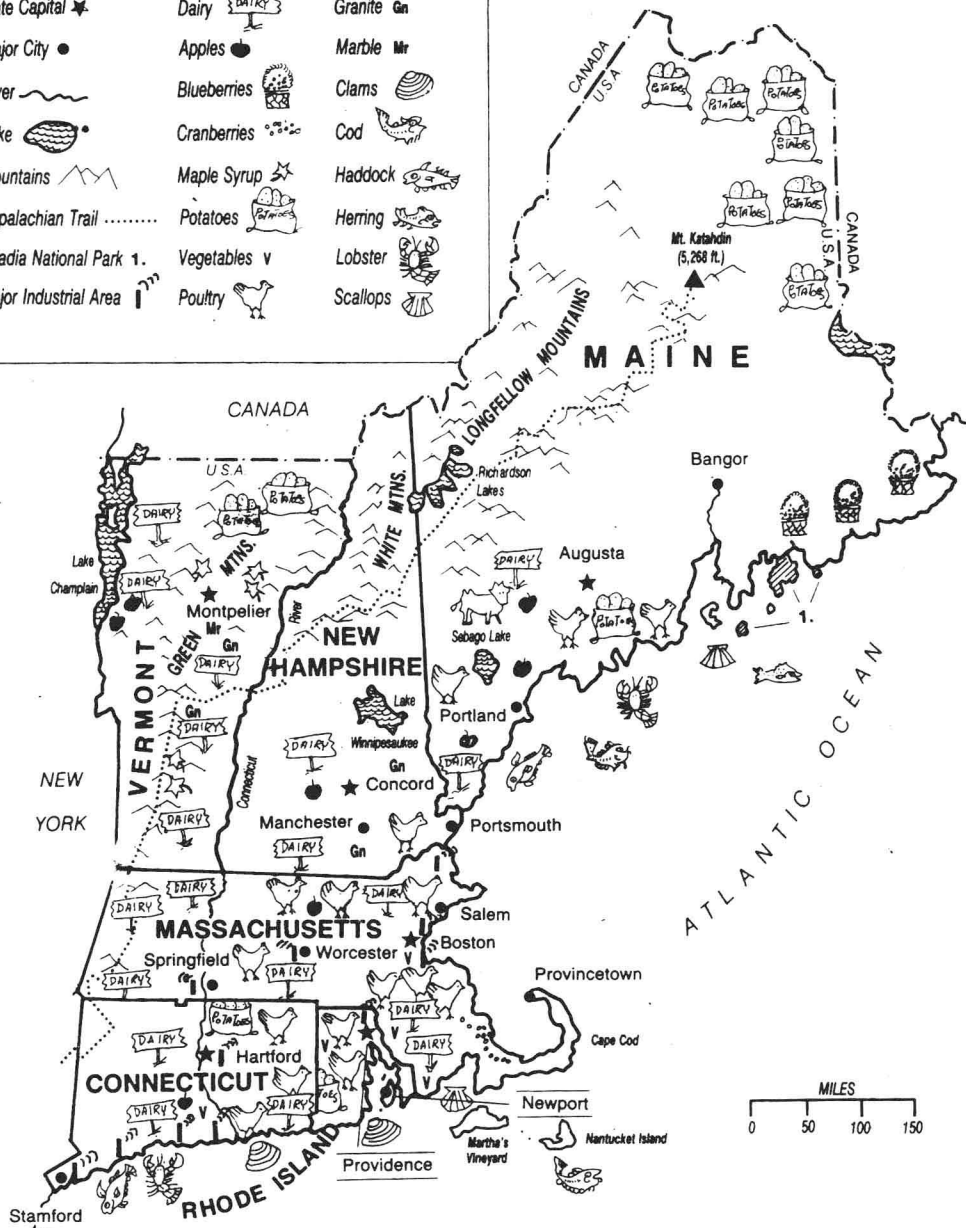
Cod 

Haddock 

Herring 

Lobster 

Scallops 



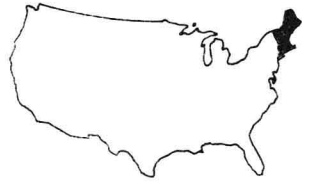
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chapter 1

New England



A. Take a Look

I. Answer the following questions by looking at the map:

1. What is the capital of the largest state in New England?
2. Which two states have the Connecticut River as a border?
3. How many states touch the Atlantic Ocean?
4. In which state is Hartford?
5. Which state in New England grows the most potatoes?
6. Which states border on New York state?

II. Make up questions that could be answered by the following information:

1. Acadia National Park
2. Boston
3. 5,268 feet
4. Martha's Vineyard and Nantucket
5. At the northern tip of Cape Cod

B. A Letter from Lisa

Bangor, Maine
June 4

Dear Steve,

Well, Mr. Editor, my first article, "There's Nothing Like a Diner," is typed and in the mail to you. One down and nine to go. It still doesn't seem real—traveling around the U.S.A. and writing my own series of articles on contemporary America. It's a journalist's dream come true!

Here I am, though, in Bangor, Maine, lying on my hotel bed and trying to calm my upset stomach. I've literally been eating my way up the coast of New England. Maybe I should be writing a gourmet food column instead of the articles. Today, for example, I had pancakes with fresh blueberries and maple syrup for breakfast, sweet corn and steamers¹ for lunch, and of course, boiled lobster with melted butter for dinner. Maine seafood is a real treat. Did you know it takes lobsters seven years to grow one pound? It's no surprise they're so delicious—and expensive!

I couldn't believe it when you told me you'd never been to Maine. Having grown up here, I may be partial, but I really think it's a great place to be—winter, spring, summer, or fall. Each season is special in its own way, but fall is definitely my favorite. The air is crisp, the days are cool, and the leaves on the trees turn the most incredibly vivid shades of red, yellow, and orange, almost as if they had been set on fire. People come from all over the United States just to see the fall foliage,² and it's well worth the long trip. Of course, as early as October it starts to get cold and the colors fade. The wind and the rain strip the last leaves from the trees, and it's time for winter.

Winters here are unbearable if you don't like snow, but if you like winter sports, as most people around here do, Maine's a winter wonderland. Even now in the summer, I see a lot of cars with out-of-season "Think Snow" bumper stickers.³ This past year, most of the snow was gone by the end of March, and the frustrated skiers are still grumbling about the dry winter.

Actually, Maine has five seasons, or so the natives say. After winter comes "mud season," which is an appropriate description of the month of April in Maine. Rising temperatures melt the snow and turn the frozen ground into mud. Even worse, as the ice and snow disappear, so do big chunks of road. I saw a pothole⁴ yesterday that was big enough to take a bath in! Well, maybe I am exaggerating just a little, but by the time the road crews fill in all the holes, it'll probably be winter again! By the way, will my business expenses pay for new shock absorbers⁵ for the car?

Eventually spring does come to Maine. Almost overnight the "closed for the winter" signs are taken off the doors of the innumerable tourist traps, including the ever popular antique shops, the moccasin and deerskin glove trading posts⁶ and the fast-food stands. By June, it seems as if half the front lawns in Maine are

littered with yard sale⁷ items—outgrown baby highchairs, vacuum cleaners with broken plugs, last winter's snow tires, and the like. You can get some real bargains! As the old saying goes, "Your trash may be someone else's treasure!"

Of course, most tourists visit Maine in the summer. Those who come expecting to swim in warm water are disappointed, if not horrified, when they try the Atlantic Ocean in Maine. The water temperature hardly ever goes above 65°. The trick to swimming in Maine is to get your feet wet and wait until they're too numb to feel the cold. Then you can swim, and you don't feel a thing!

That's Maine, the state of the five seasons. You get a real sense of the life cycle of nature when you spend a year here. It's also fitting to begin my journey in the first state to see the sun rise in the morning.

Tomorrow I head south for the Big Apple⁸—New York, New York! I won't have time to stop in Boston, so please say hello to everyone at the Daily for me.

Love,

Lisa

P.S. Did you know that one lobster claw is always bigger than the other? Like humans, lobsters are either left- or right-handed, or is it "clawed"?

Notes

1. steamers: steamed clams.
2. foliage: the leaves of trees and plants.
3. bumper sticker: a strip of paper with a message printed on it that is placed on the bumper of a car.
4. pothole: a pot-shaped hole in a road surface.
5. shock absorbers: the part of a car used to absorb the bumps in a road and make the ride smoother.
6. moccasin and deerskin glove trading posts: small shops featuring local souvenirs, especially moccasins and deerskin gloves.
7. yard sale: an outdoor sale where used personal items of one or more families are sold at inexpensive prices.
8. Big Apple: a slang expression for New York City.

C. True or False?

Write *T* before those statements that are true and *F* before those that are false.

- _____ 1. A three-pound lobster is probably 21 years old.
- _____ 2. Although she had grown up in Boston, Lisa had spent a lot of time in Maine.

- _____ 3. Lisa thinks that it's almost impossible to fill in all the potholes between winters.
- _____ 4. At a yard sale you can find items that the owner no longer wants, but that you may need.
- _____ 5. Too much traveling gave Lisa an upset stomach.
- _____ 6. Mud is a mixture of water and dirt.
- _____ 7. Many of Maine's businesses are seasonal.
- _____ 8. Lisa thinks that it's fitting to begin her trip through the United States in Maine because that's where she was born.
- _____ 9. Even in the summer, the water of the Atlantic Ocean off Maine is extremely cold.
- _____ 10. In a dry winter there's a lot of snow but little rain.

D. Close-up

Fill in the blanks with a, an, or the. If no article is necessary, put an X in the blank.

Fishing has been _____ established industry in _____ Maine for more
 (1) (2)

than 400 years. Today Rockland is _____ leading fishing port in _____
 (3) (4)

state. Each August, _____ city celebrates its industry with _____
 (5) (6)

Maine Seafoods Festival. _____ tourists come from near and far to
 (7)

sample _____ lobsters, _____ clams and other delicious seafoods.
 (8) (9)

After all, _____ visit to _____ state of Maine would be incomplete
 (10) (11)

without _____ seafood dinner. As any Maine native would tell you,
 (12)

_____ Maine seafood is _____ best in _____ world!
 (13) (14) (15)

E. Expressions

Rewrite the following sentences, replacing the italicized words with the correct form of the appropriate word or expression.

unbearable	partial (to)	vivid
fitting	innumerable	chunk
littering	to grumble	numb
	to fade	

1. Car license plates in Maine say "Maine—vacationland," an *appropriate* title for a state in which tourism is a major industry.
2. Every spring, Elmer Smith carefully repaints the sign above his corner market, and every winter, the rain and snow do their work, and once again, the letters *lose their colors*.
3. Skiers at Killington, Vermont have to wear warm gloves and socks so that their fingers and toes don't become *devoid of sensation* in the below-freezing temperatures.
4. Highways in New England are very clean, probably because people have to pay a heavy fine for *throwing trash away improperly*.
5. Although tourism is important to New England's economy, many natives resent the yearly invasion of vacationers and can be heard *muttering in discontent*, "those darn tourists!"
6. Before electric refrigerators were invented, people cut *big pieces* of ice out of frozen lakes every winter and buried them until the summer when they were used to keep food cool.
7. During the month of June, clouds of black flies make the woods in New England *intolerable* for campers.
8. The state of New Hampshire, with its mountains and beaches, offers *countless* ways to spend a delightful summer vacation.
9. Although Lisa thinks the sandy beaches of Cape Cod, Massachusetts are beautiful, she is *more fond of* the rocky coast of Maine.
10. Lisa's visit to Maine brought back *sharp* memories of her childhood.

F. Express Yourself

1. In a trial of justice, it is important that members of the jury be *impartial* (the opposite of *partial*). Why? Do you think this is possible? Why or why not?

2. The word *fade* is used in many different contexts. What does it mean in the following examples, and what has caused the *fading*?
 - a. *faded* blue jeans
 - b. the flowered curtains were *faded*
 - c. a *faded* photograph
 - d. the music *faded*
 - e. a *faded* memory
3. Are there fines for *littering* in your native country? Some people claim that biodegradable items, such as apple cores and banana peels, are not *litter*. Do you agree?

G. Think Back

Answer the following questions according to the text.

1. What is Lisa's profession and current project?
2. Why do native Mainers say that the state has five seasons?
3. Why does Lisa need new shock absorbers for her car?
4. If you needed a lamp, but didn't have the money to buy a new one, where could you look for one?
5. Which season does Lisa prefer and why?

H. Talk About It

1. Which season would you prefer in Maine and why?
2. In your native country, what kind of food is your region famous for?
3. Think of everything you have but don't use in your room, apartment, or house and make a list of possible yard sale items. You may even want to have a yard sale in class or school.

I. Words, Words, Words!

The following vocabulary items have been taken from Lisa's article. Try to guess the meaning of each word from the context and write your definition in the space provided. When you have finished, check the vocabulary list at the end of the book for the correct meaning.

1. ban _____

Massachusetts law *bans* the sale of alcoholic beverages in stores on Sunday. Residents have to wait until Monday to buy liquor.