

BAUMWOLL · SAITZ

**Advanced  
Reading  
and Writing**  
Exercises in English  
as a Second  
Language

Second Edition

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**Advanced  
Reading  
and Writing**  
**Exercises in English  
as a Second  
Language**

**Modern Societies:  
Contrasts and Transitions**

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To our parents,  
Adolfo and Sara Baumwoll  
Morris and Ida Saitz,  
who know all about cultural transitions

## PREFACE

Like its predecessor, this second edition of *Advanced Reading and Writing* is intended for those advanced students of English as a second language whose reading ability is good but whose ability to communicate sophisticated ideas and comprehend subtleties of language are limited. Many such learners of English have no difficulty with basic communication but cannot yet produce competent university-level work. Accordingly, this book is designed to enable advanced learners to become more fully aware of the variety of styles and levels of usage in standard written English, to improve their control of English vocabulary, to provide oral practice, and to develop their skills in prose composition. Our classroom experiences have shown that the most fruitful materials for advanced students are unaltered texts illustrating the practice of accomplished contemporary writers and exercises demanding the production of effective sentences and paragraphs.

### Features of This Edition

Instructors familiar with the first edition will recognize in this new text the same basic format. However, the selections are new and updated, the number of chapters has been increased to fourteen, and several new exercises have been incorporated into each chapter.

### THE READINGS

In general, the reading selections are now shorter than they were, making it easier for the student to read intensively and easier for the instructor both to plan units of classroom work and to maintain student interest. The readings, moreover, have been graded, with a more or less consistent increase in the

degree of difficulty and the complexity of argument of each succeeding piece. With the exception of "At the Café," a relatively long selection that appears fairly early, the readings increase in length as the book proceeds.

All of the fourteen reading selections are new with the exception of "At the Café," which has been supplemented by an appropriate passage from Wylie's own observations on Peyrane ten years after his original study. The essays were chosen from current writings that elucidate contrasts within and among contemporary societies or focus upon the problems of societies in transition. "People: The World's Vast Variety" and "People: The Face of Development" deal with these subjects in a general way and offer contexts in which to examine the issues raised regarding specific societies in the remaining dozen readings. These selections discuss concerns of current interest to all who are engaged with the problems of changing societies, the dangers of ethnocentrism, and the challenge of intercultural communication. On the whole, there is more language that is analytical, factual and statistical than was true in the original edition; and taken together the new essays provide a balanced introduction to the writings of both humanists and social scientists.

Although all of these essays may be considered standard formal English, there are sufficiently clear contrasts among them to communicate a sense of the variety of stylistic modes possible within that broad category—ranging from the measured and painstakingly justified judgments of academic social scientists to the colorful rhetoric of high-grade journalists. A brief commentary on each selection indicates its distinguishing stylistic and organizational features to aid students in their reading and in their own writing.

In keeping with our conviction that advanced students need more than anything else to come into contact with the original prose of good writers, we have neither selected essays especially tailored for foreign students nor tampered with those we have selected. We have in some instances omitted sentences or whole paragraphs, but we have in all cases allowed the original vocabulary, sentence structure, and individual paragraph organization to stand. (We have, on the other hand, regularized

the spelling of foreign writers to conform with American practice.) At the bottom of each page glosses are provided for troublesome phrases and words with fewer than sixteen occurrences in the *corpus* examined in Kucera and Francis' *Computational Analysis of Present-Day American English* (Brown University Press, 1967).\* When relatively common words have seemed to us to be used in unusual or potentially confusing ways, we have glossed them as well. Because the glossaries are intended primarily to make it possible for students to read by themselves with maximum comprehension, our usual practice is to define entries only in the sense in which they appear in context. We sometimes provide alternate meanings, but by and large we have left these to the instructor.

## THE EXERCISES

While retaining both the editors' comments and all of the kinds of exercises of the original text, we have added a number of exercises in sentence and paragraph writing, as well as master lists of all items in the glossaries; the vocabulary exercises; and the noun, verb, or adjective-plus-preposition pairings. Each chapter includes an entirely separate set of vocabulary items for a given kind of exercise, so that the fill-in exercises require the student to employ a total of 280 words, the word-formation tables 140 different words, and the word-plus-preposition exercises well over 175 combinations. The master lists serve a twofold purpose. In the first place, they give students a ready means of reviewing and measuring the advances they have made. Many students, we have found, especially advanced students, feel an intense need for a sense of concrete achievement such as the mastering of lists provides.

\* Sixteen or more occurrences places a word within or above the rank order of 5972 in Kucera and Francis' sample and thus makes its frequency of occurrence almost identical with the six-thousand range indicated in the Thorndike-Lorge word count, which we used as our criterion in the first edition of *Advanced Reading and Writing* in 1965. We have replaced the Thorndike-Lorge count as a guide with that done by Kucera and Francis for the obvious reasons that the latter uses a much larger sample and reflects more nearly current usage.



Secondly, the master lists furnish the instructor with the raw material for any number of exercises of his or her own designing: for example, assignments in locating synonyms and antonyms or in finding words within given semantic categories.

A further significant difference between the exercises in the old and the new versions of *Advanced Reading and Writing* deserves mention, although it is a difference in degree rather than kind. We have striven more consciously to devise exercises that are reciprocally reinforcing and that override artificial distinctions among comprehension, vocabulary, word formation, preposition usage, sentence structure, and written composition. Virtually all of the exercises are in some way mutually reinforcing. Items from the vocabulary fill-ins are picked up in the word-formation tables; phrases from the preposition fill-ins appear in the sentence formation exercises; exercises in combining sentences evoke models suggested in the sentence completions, which, in turn, require detailed comprehension. Many of the assignments in paragraph writing derive from and build upon those included in sentence writing, and, either directly or indirectly, every exercise contributes to the comprehension of ideas and the mastery of vocabulary present in the reading selection. While the primary function of most of the exercises is to force production, they also strengthen reading skills. For, in order to do the exercises satisfactorily, students must not only comprehend factual data but also make inferences, perceive patterns of ideas, and integrate the reading material with their personal experiences.

Almost all of the exercises force students either to create their own sentences or to choose among several acceptable vocabulary items and to be prepared to justify their choices. Advanced students usually have little difficulty in matching synonyms or in filling vocabulary slots with "the one right word," but they are often unable to translate their skills in doing exercises into the ability to communicate their ideas coherently. Thus, our continuing emphasis on production.

The comprehension exercises calling for the completion of a statement by choosing among three possibilities are among the few that do not require either the production of sentences or the completion of statements in more than one way. These

have now been supplemented with sentence-completion exercises which do require the student to produce accurate statements regarding the readings in the student's own words. Some instructors may prefer to use the sentence-completion sections as oral exercises, but they have been designed for writing practice and may be assigned profitably either as homework or classwork, with the instructor, perhaps, passing among the students and pointing out the numerous alternatives open to the writer. As a counterpart to the sentence-completion sections that force written production, we have suggested a number of topics for classroom discussion as a means of stimulating oral production.

In the vocabulary sections, the first exercise requires considered lexical choices. Twenty words are listed to fill blanks in sentences, but no restrictions are made on the number of times a single word may be used or on the number of different words that may be used to fill a particular slot. In some instances as many as five or six words may appropriately fill a given slot. Our purpose is to call attention both to form and meaning, requiring first that students recognize, say, an adjective slot and then that they supply all of the listed adjectives that do not result in semantic absurdity in the sentence. In other cases, we have provided slots that will admit only one of several synonyms on the list, thereby forcing careful choices among words with similar meanings. Neither the morphological tables nor the paired words that require oral production of sentences need special comment. The exercises requiring four written sentences may be used conveniently in connection with the teaching of paragraph structure, since the words that students must include in their productions have been chosen to lead naturally to sentences that may be combined to form unified paragraphs.

The sections on prepositions contain, in addition to fill-in exercises, groups of common adjective-plus-preposition, verb-plus-preposition, and noun-plus-preposition pairings which students must use in sentences of their own creation.

In the sentence-structure exercises on subordination and combination, there are a number of ways in which the statements given may be combined. The student is free to create

any acceptable structure, and the instructor has the opportunity to introduce and comment upon alternatives.

## THE WRITING ASSIGNMENTS

The sections on paragraph writing have been expanded so that they now contain four kinds of exercises with diminishing control. In the first, students are required to reconstruct a paragraph already present in the reading; in the second, to compose an original paragraph for which the key words in each sentence have been supplied; next, to develop a paragraph for which the opening sentence has been provided; and, last, to create a wholly original paragraph based on a prescribed mode of organization. The editors' comment often includes observations on the kinds of paragraphs used successfully in the reading selection which may assist students in writing paragraphs of their own employing similar structures. Theme topics are suggested that arise naturally from the concerns of the essays and allow students to draw directly upon their own experiences.

## Suggestions for Using This Book

Every instructor must determine the best way of suiting the material to the particular needs of his or her own students; but some suggestions on how to exploit them to fullest advantage may prove useful, especially to new instructors.

Most of the exercises are not intended merely as ends in themselves but as points of departure for extended discussions of the language principles they entail. Filling out the morphological tables, for instance, easily leads to discussion of word formation in which the instructor may call attention to common affixes, spelling changes, pronunciation changes, and so on. These tables may be used to illustrate shifts in meaning that often occur with changes in form (such as *signify/significant*), and as a stimulus to the creation of a new sentence for each form of a given word (for example: His *admiration* of his father was well founded. He *admired* his father very much.

His respect for his father was *admirable*. He treated his father *admirably*.). Many of the slots in the fill-in preposition exercises permit more than one idiomatically correct choice. The instructor should suggest to students all of the possibilities for a given slot while making clear the changes in meaning that may result from making different choices among the alternatives.

Sentence writing and vocabulary fill-ins require special attention and considerable classroom time. Since the sentences demanded in the completion and combining exercises permit almost unlimited number of formulations, the instructor will probably want to discuss the structures students produce and to suggest and explain reasonable alternatives. In the vocabulary fill-in exercises the student is required to deal not simply with individual words but with lexical fields—to distinguish among synonyms, to recognize co-occurents (such as noun-plus-preposition combinations), and so on—and while we provide vocabulary items for each exercise, the instructor will have to supply many more related words and phrases.

The time given to each exercise will vary with student needs and kinds of program. Instructors have found the book easily adaptable to differing circumstances and have used it successfully in programs ranging from brief, intensive summer institutes to full-year courses. Including writing assignments, each chapter if fully exploited should provide material for about two weeks of classroom work (six to ten hours); more, of course, if the material provided is used as a source for supplementary exercises. For a one-semester or shorter course, the instructor may emphasize only selected exercises in each chapter or deal with only selected chapters. If the book is used for a full-year course, the instructor may allow copious discussions of the topics suggested, require discussions of the answers to the comprehension completion exercises, combine the editors' comments with the paragraphing exercises, and enter into close analyses of the reading selections.

The material is flexible and readily adaptable to a variety of needs and the precise way in which the material is presented must be determined by each instructor. What seems primarily important to us is that the advanced student be forced to make

lexical choices and to produce effective sentences and paragraphs.

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1977

D. B.  
R. L. S.

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# 1

## People: The World's Vast Variety

SANDRA BLAKESLEE

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[1] **T**wo to three million years ago in East Africa a new species of primate began to evolve. Over millennia his brain became larger, he began to walk on his hind legs, his hands became more flexible, he developed an opposable thumb, he evolved a language, his brain and his hands enabled him to become a toolmaker—in short, he became Man. Nature began a new experiment. Instead of adapting to a specific environment, man acquired the capacity to adapt himself to any environment. He spread throughout the globe, changing as he moved, until he became the most widely distributed species on earth.

### Physical Differences

[2] Man adapted physically as well as culturally to the new surroundings into which he moved. Those who stayed in or moved to hot equatorial climates developed dark skin to protect them from the rays of the sun. Those who moved to colder

#### GLOSS

[1] **primate**: a class of animals. **millennia**: thousands of years. **hind**: rear, back. **opposable thumb**: a thumb capable of gripping. **toolmaker**: an inventor of tools. **capacity**: ability. **the globe**: the earth.