

EDUCATION



In this chapter, interviewees describe their educational experiences.

1. SCHOOL IN PHILADELPHIA

I had a, I grew up in Philadelphia, uh. So, in **Philly**, I started in local schools, um, I guess **nursing school** they started with, **Pre-K**, and, uh—not sure how detailed you want, but if it's a year-by-year thing—uh, my, the thing in-in Philly, the, in a, in grade school, the, in Philadelphia in particular—and I don't know if other cities do it—but it had a fabulous system where it was, there's kind of two

systems on top of each other where there's a local school, uh, and then there's also what they in Philly called **magnet schools** that pulled kids, uh, from all around to a different program, uh. So in, up until like fourth grade or something, I had a school where I went to four days a week, and then there was a different one that I went to that, I think that kept changing the name—it was ac—, you know, academically talented or gifted—they changed the name a number of times, but there was a different building, a different school you would go to the fifth day a week, um. And it was, as a kid, one of the big things is that you don't, you know, I took—well, they didn't have school buses—so you took, I took city buses to school starting in probably **third grade**, uh, and, I guess I had an older brother who would go with me, but, uh, somewhere in there he went off to a different school, and I'm taking the bus to school at, you know, age, you know, nine or eight or something, which I don't think they let kids do anymore. Uh, but you would, uh, that school—I always left each school one year before it was capped out. My elementary school went to **fifth**. I left after fourth grade and went to a different school that did fifth through eighth, uh, and then that school went actually through twelfth, but I left after eighth grade, after, uh, junior high, and that was a, uh, that school was called, uh, Masterman—it was somebody's name: Julia Masterman, uh, Middle School. And that school was, that was a magnet school, so from my elementary school, I had to apply to get into that school, uh, and you had to have certain grades to get in, I mean, as a **fifth grader**, um, and that—I think, I'm not sure, but I think my dad had to go into the office and-and push a little bit to get me in, uh, but he did—and that school was downtown, uh, so again I'm taking the bus and the subway to school every day, uh, from age ten, um. And I went there

through junior high and then went to, uh, again a magnet school, so it wasn't my local high school, um, uh, High School of Engineering and Science, um, which was a couple blocks, about three or four blocks off campus from Temple University. And there they had a program where you did, uh, tenth, you did, uh, two years of English in eleventh grade, and English was the only class you needed four years of, which is why you did both years of it in the one year, and then, uh, and this was for the top sixty-some kids out of maybe a hundred and fifty, uh, they took those kids, gave them two years of English, and then you were done your high school ed—, you know, requirements, uh, and they waived a year of **gym**, I think, of **phys ed** and sent you to Temple University for a year instead of twelfth grade. Uh, so that's what I did.

2. GETTING RECRUITED

WOMAN: Um, I **ran track**—well, I-I played volleyball, basketball, and track in high school, but, um, I was recruited to run track for the Brown University track team. And um, like I said, I didn't, I was, little **hick town**, you know, farm girl. **Ivy League**, East Coast, what is all that? I didn't know. And I had gotten this information from this university, and I was reading it, and reading about the university in general, not only the track team but the university in general, and I said, "**Gosh**, this has, like, all the characteristics that I would dream up in an ideal school." And they have a track team and, that seems somewhat interested, and so I said, "Well, I'll check it out." And so they **flew me out there** and Providence, Rhode Island, you know, it was beautiful, loved the campus, loved the team. So, it, if it hadn't, I just, if it hadn't been for track

and doing well in track, I, why would they care, you know, about this little girl in Middle of Nowhere, Minnesota?

INTERVIEWER: But it **opened a lot of doors** and gave you opportunities?

WOMAN: Exactly, because then it, there I was at this, you know, Ivy League school, and, you know, just trem—, I was a history **major** and focused on American history, and, you know, I have as my advisor, Gordon Wood, the authority on the American Revolutionary War, you know. It was amazing. It was like, you don't get that. I couldn't have dreamt that. And then you're around these brilliant people—I don't know who I fooled to get in there—but, you know, your friends are just amazing and everyone has, comes from these just fascinating backgrounds . . .

3. A LIBERAL ARTS EDUCATION

Well, at the-the, at the university level, one difference is that, um, in Spain, we don't have the concept of a liberal arts education. So, uh, when you, by the time you're eighteen and you decide to go to college, you have to know what you wanna do, so you want to be a doctor or a lawyer, whatever, you have to know. And you go straight into that field. And it's actually, for some fields, it's actually quite competitive, so, uh, for example, if you want to go into **med school**, you better have like a **Plan B** and a **Plan C**, so you say, "OK, med school is my first choice, but then, uh, biology is my second choice, and pharmacy is my third choice," for example. And then depending on what grade you get on your **access exam**, then-then you can get into one field or another, and then there are other fields that are not so competitive. Um, but-but yeah, but the difference is that you have to know what you want to do by the time you go to college, whereas here, you know,

the concept of a liberal arts education is completely different. Basically, you go to college to learn about, uh, a lot of things, to get a general education about a bunch of fields, and then, uh, after that you decide what you want to **major in**.

4. THE SCHOOL NEWSPAPER

STUDENT: I'm—I'm on the newspaper, and, uh, I just recently got on—and pretty early for a **sophomore**, so. We'll see how it pans out. If I like it a lot then that might be something I'm interested in pursuing.

INTERVIEWER: How often does the newspaper **come out**?

STUDENT: Uh, I believe the newspaper comes out once a month, which is not that often, but for a school paper, it's better than most, and it's—it's a really big paper so there's a lot going into it.

INTERVIEWER: Describe the process of getting it ready every month. What has to happen?

BLAKE BEAT

Front Page | News Beat | Beat Attitudes | Bengal Beat | Sports Beat | Arts Beat | Staff

Headlines:

News Beat

Drug-resistant staph infection infiltrates local schools more...

Sowers open up about alcohol consumption, speak of no regrets more...

Beat Attitudes

Era of the Nerd: geek chic gets some McLovin' more...

Legit athletes now the srs, no longer look for time-saving students more...

Older predecessors raise bar for younger siblings in school
 Reputations in athletics, academics inspire determination to succeed

By Kirsty Gruff and Julia Kraut

You spend all week perfecting that two-page essay your English teacher assigned. Every free minute of your time is spent on making sure that your paper is the best thing you have ever written. Finally, you turn it in, confident that your teacher will love full story >

Students make others' trash into fashionable, vintage treasure
 Thrift stores offer affordable alternative to overpriced malls, department stores



STUDENT: Well, first, um, we have a meeting, uh, trying to find article ideas, and basically everyone who knows someone interesting or something newsworthy, we just write it on the board, and then our sponsor, Mr. Keegan, he hands out the, uh, the articles. So we then have to go interview people, and, um, you have to have a recorder and have your questions all ready and then we write it, using a quote, I mean a lot of quotes. And then, um, then we submit it, um, to the, to the drive on the computers, and then the editors look over it. And then they paste it up on boards, on how the comp—, the, uh, newspaper layout would be and—it's called **pasteup**—and, uh, then everyone edits your articles so you can't be very **touchy** about that kind of thing, um. And you edit other people's articles, and then, um, the pasteups, uh, get fixed, and so we put on new ones and then they're sent to the printers. And we print in color, so it's kind of costly.

5. AN INDIAN PERSPECTIVE

MAN: I'm trying to cope with American, uh, education system because my son goes to school, and I'm—I'm very interested to see what kind of education is he getting because I want him—naturally, as I said, I want him to go to Harvard University eventually, to the best college in-in the country. So I want him to be, so I-I look at his homework, I see the kind of, uh, I ask him, "What kind of interaction, uh, you have?" And, uh, also, so I see, uh, in, he's in grade three and he has to do lot of book reports. He has to do science projects, grade three. Of course, it's Howard County, so the educational level is a little high, but I have, I have to work hard, I have to take out at least an hour or two a day to understand the kind of project he has. My wife does all the **book reports** with him because

it's English—her English is better than mine, and, uh, so. And I do all the science projects, all-all-all that projects so I have study myself and understand and then make him understand. I-I don't think that I ever did so, but I called my brother whose son is also in the, daughter is in the same age and, uh, he tells me that they don't have all that. Either he's not paying attention, or, uh, they don't have that, so I think American, uh, education system emph—, there's a lot of emphasis on if they try to make you a good salesperson. I think it's all about marketing, about sales so they, whatever they-they, I mean, he has to do lot of presentations in school, so all that public speaking, uh, it's easy for him. And, uh, of course, yeah, there's lot of emphasis on the vocabulary, there's a lot of emphasis on the spellings, which we never had. I still have **bad spellings**, so.

But, I'm very happy with America's education system, but what I hear from my sister-in-law is, when they go into the high school, then I have to be little more vigilant. You can't say anything, but you just have to lead him by the example. So far, touch with my son is pretty good. He's a very good human being, I mean, uh, he really is—there's a lot of respect for-for people, I hope he continues to be with the same American education system.

INTERVIEWER: Did you, was your system basically a British system, with forms and . . . ?

MAN: Yes, a lot of, we are basically, all-all Indian systems are British systems. We never had any system unless they came and made some, so, uh. Most, it's like there're a lot of forms, as you said. There're a lot, ev—, for everything, you have to get permission, uh, so, it's-it's pretty good. There's a lot of, emphasis in India is on memory, that you have to memorize a lot of stuff so, which is good. I mean, in my time, I never had to use calculator. I started using calculator when I went into job and I never had to use

calculator. I always did calculation with my hand and break it down and make it easy. But, uh, my son was asking me how he needs a calculator, so I just said, “No,” even though the teacher said it’s OK. So I-I-I, there some good things in India, but I think mostly the overall education system here is good. I hope it continues to be like that when he goes to middle school or high school.

DEFINITIONS

access exam: An entrance exam that is required for entry into a particular school or field of study.

bad spellings (usually **bad spelling** or **poor spelling**): The inability to spell words correctly.

book reports: Reviews of books that a student has been required to read.

come out: In this context, published.

fifth: Fifth grade in an elementary education.

fifth grader: A child in the fifth grade.

flew me out there: A phrase that means “to arrange for one’s transportation by plane.”

gosh: An exclamation.

gym: Short for *gymnasium*; also used to refer to physical education class in schools.

hick town: A rural, unsophisticated, or backward town.

Ivy League: An athletic conference in the northeastern United States comprising eight universities: Brown, Columbia, Cornell, Dartmouth, Harvard, Penn, Princeton, and Yale. The term is also synonymous with academic excellence and prestige.

liberal arts education: A college education offered by some institutions in the United States, in which undergraduates are required to take a wide range of courses in addition to specializing in one specific area of study, before they are awarded a degree.

magnet schools: A kind of secondary school that offers a specialized curriculum or courses.

major: The field or subject that a student has chosen as his or her primary area of study.

major in: To pursue a specific field of study.

med school: Short for *medical school*. An educational institution where students study medicine in order to become doctors.

nursing school: The speaker probably means “nursery school,” a school for children under five years of age.

opened a lot of doors: Provided or created opportunities.

pasteup: In printing or journalism, the process of preparing a sample of how the finished printed page will look. This was originally done by actually pasting samples of articles or pictures onto a sheet of paper or cardboard. This process has largely been superseded by computerized page design.

Philly: Common nickname for the city of Philadelphia.

phys ed: Short for *physical education*. A class in school devoted to physical activity such as sports and physical fitness.

Plan B, Plan C: Expressions that mean “a backup plan (B for secondary; C for tertiary) or method for doing something.”

Pre-K: School for children before kindergarten.

ran track: To have participated in running events of track and field.

sophomore: In American secondary education, the tenth grade. At the college or university level, it indicates the second year.

third grade: The third of twelve levels in standard American primary education.

touchy: Being sensitive to something.

QUESTIONS AND EXERCISES

1. What are the similarities and differences between your educational experience and that of these speakers?
2. What differences do these speakers see between education in the United States and education in other countries?
3. Describe your own educational experience in detail.
4. Describe the educational experience of a friend or classmate and explain how it is different from your own.
5. Pick one of these speakers and summarize what he or she says was the most challenging part of his or her educational experience.
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.

RECREATION AND ENTERTAINMENT



In this chapter, interviewees talk about what they do in their free time.

1. RVs AND HORSES

MAN: Skydive, **scuba dive**, **hang glide**, **BASE jump**, fly, **hang out** with friends, drink beer, go out to see bands—the list goes on. Always looking for something new and adventurous to do. Some new place to explore. Love to travel the world, see different cultures, interact with people. Stay away from the **touristy** places and go to the

things off the beaten path to see how people in other areas of the world really live and interact with each other and experience, uh, places as a local instead of as a tourist.

WOMAN: We have an **RV**. We like to travel around in that, and we avoid the cities, usually. We stick to the country and like he said, the **off the beaten path** places.

INTERVIEWER: Uh-hmm. So what's the last trip you took—I mean, and what was that? Where'd you go?

WOMAN: We went, uh, down through Virginia. We went to Mount Vernon, uh, George Washington's home and um, and then down through . . .

MAN: Jamestown, Yorktown, the beginning of this nation—well, so they say, but really the Spaniards were in St. Augustine before the English were in Jamestown—but it was very interesting to learn all about that stuff.

WOMAN: Uh, I've been **riding** since I was about seven or eight years old, and, uh, I enjoy it as a sport. I compete, but I think I also just like the relationship with the animal.

MAN: We joke that it's her second boyfriend.

WOMAN: Yeah, we call him my second boyfriend. But uh, yeah, I like to train for stuff, uh, you know, and try and get better at it, and, uh, it's a fun sport because it's always changing, you know, and he's really like a partner and you—you can't tell what he's **gonna** do next, so it-it keeps it interesting. Every day is different when I go out there, but I just like to be around him. It's . . .

INTERVIEWER: In what events do you compete?

WOMAN: I do eventing, uh, which has, uh, three phases to it: there's **dressage**, which is **flat work**—it's kind of like ballet on horseback. And, uh, then there's cross-country

jumping, where you jump natural obstacles over about a mile-long course and, uh, it's timed for speed and, uh. And then stadium jumping, which is jumping inside a ring, and then you're-you're graded on all three of those, and then there's one grand winner out of all of that, so

INTERVIEWER: $\left[\begin{array}{c} \text{it's fun} \\ \text{What was} \end{array} \right]$ the last competition like?

WOMAN: Uh, actually, I got eliminated. My horse is still young, and, uh, there was a jump that had one big white mum underneath it and, you know. They-they're animals that are trying to survive, you know, they still have, uh, instincts to survive, and I guess he thought that mum was gonna eat him. So he, uh, stopped three times, which wipes you out of the competition when you have refusals, so, yeah. But we'll keep trying.

INTERVIEWER: So tell me about the horse.

WOMAN: The horse is, uh, I've had him for three years. He's a Connemara Thoroughbred. Connemaras are from Ireland and, um, you know, Thoroughbred. And, uh, he's just spooky and **full of himself** and likes to make life more interesting than what it is, so . . .

2. COMPUTER GAMES

STUDENT: Um, not so much **computer games** as mostly video games. Um, but on the computer I'll just go to a game website, and usually they have new games which I can play on there.

INTERVIEWER: What kind of video games do you play?

STUDENT: Um, mostly fighting games where you just beat up a lot of people, but sometimes I'll play a game that

actually has a plot. Um, when they have a plot, I like it to be a long game instead of just a mediocre or short plot that doesn't take that long to finish.

INTERVIEWER: For, like what, for example? Tell me about one in particular.

STUDENT: Well, this one game I like, *Paper Mario*, somehow this guy finds enchanted crystals, and he has to use their power to destroy an evil that took over the world a thousand years ago, got locked by these special crystals, but it's coming back because the crystals have been found by someone evil. And I've gotten to the final boss of the game and I still can't beat it. I, so, I go and I train and train and I come back and I still lose. I need to work on that.

3. STOPPER AND SWEEPER

STUDENT: I play soccer. I'm, um, a defense player. Uh, I play **stopper** and **sweeper**.

INTERVIEWER: Stopper and sweeper?

STUDENT: Yeah, in the lineup. It's like, uh, stopper is in front of the person in front of the **goalie** and sweeper is in front of the goalie.

INTERVIEWER: OK. Are you good?

STUDENT: Uh, I've been playing since fourth grade, so I would hope so. Um, I used to play for my middle school for two years but, um, it was, it consumed a lot of my time, so when I got to high school, I didn't want to do that, and then all I found out that all the soccer players at high school were kind of like slaves to the coaches and they didn't have a lot of free time.

INTERVIEWER: So do you play as part of a school activity or as part of a league outside of school?

STUDENT: I play for, uh, **MSI**, which is a league outside of the school. I still play, yeah.

4. RUNNING

INTERVIEWER: What do you do in your free time?

MAN: [If you have free time . . .]
[Free time, well, uh, yeah—] I love to travel. I go, uh, go back to Europe not just for research and excavation at, uh, at Pompeii, but I love travel and so, uh, get around Italy as much as possible and other places in Western Europe. But I'm also an **outdoorsman**. I enjoy athletic activity. I run a lot, uh, I bicycle quite a bit, um, I swim when I can, uh, I used to be a skydiver, which was, uh, a lot of fun. I don't that much anymore but, uh, but I enjoy being out of doors.

Um, I've always enjoyed running since I was a kid, uh, especially long distances. It's, uh, it's a challenge but it's also a kind of physical activity I just, I very much enjoy. I love being able to run for an hour or two, uh, or three or four at a time. It's, uh, it's something that, uh, that I enjoy. Just the feeling of being in good condition, of course, and having a strong body is-is satisfactory. But more than that, uh, being able to run for extended periods of time, uh, gives me time to think—it, uh, it's a relaxing kind of time for me, gives me plenty of time to reflect or think about, uh, work or, uh, outside creative projects that I have under way, gives plenty of time for ideas to-to ferment. But also, too, uh, frequently I run with an **iPod** and I have digital books, uh, digital recordings of books on my iPod and so I'm able to listen to books as I run,

and so, if you're running for a couple of hours at a time, you can get through a fair amount of a book that way. And-and this way, I-I'm able to listen to books that, uh, I might not ordinarily have time to read outside of work.

Consistent running on a regular basis, uh, for a long period of time is the best-best training for a marathon. Um, it's, running twenty-six miles and doing so without dying is not something you can, you can just do on a whim, especially at my age. And so, um, good preparation for a marathon is running, uh, at least thirty-five miles a week for at least ten or twelve weeks, uh, prior to the marathon. So I usually, uh, I usually have training runs, uh, do two or three training runs of somewhere between, uh, seven and ten miles a week, and then on the weekend, I do a long run of at least fifteen. And, uh, so, if I am interested, if I have a target time and I wish to improve my time in a marathon, I will increase my training runs from, uh, from maybe to-to eight to twelve miles each and from three on average a week, to four, say, and then increase the length of my long runs on the weekend as well. But, uh, now that I'm, I've become a certain age, I also benefit from cross-training: riding a stationary bike, uh, swimming a lot, uh, doing, undertaking other, uh, exercises, um, that, um, keep the rest of my body vigorous, not just my legs but are also, uh, less of an impact on my body or less stressful for an-an aging body.

5. CLIMBING MOUNTAINS

INTERVIEWER: So I know that you have a lot of outdoor activities. So talk about that.

WOMAN: Well, about five or six years ago, uh, I had a job where I had money so I could actually afford to buy camping equipment, and I became a member of REI,

the outdoor cloth—, the outdoor store. It's Recreational Equipment Incorporated, REI. So I started buying equipment from there and in my home in Oregon—I lived there for the past eleven years—and we have a famous mountain there called Mount Hood. And so my friends and I—hearing friends who can **sign**—I joined them and we went, uh, climbing. We would start at midnight and climb up the mountain in the snow overnight, and then the snow would freeze and so you can use your clamps on the backs, bottom of your shoes, and hike up the mountain, and you'd think it's not that bad—it's only a mile or so—but it took me eight hours to get all the way to the top because it was so hard to breathe. But it was a great experience, and once we got to the top, I can't explain the feeling. It was just a wonderful experience, a great feeling and, just to stand at the top of the mountain and-and look out down below. But the wind was-was terrible up there. And then, after I looked around for a while, I had to get back down the mountain, and to get back down the mountain, I used an ice axe, a pick axe, and had to push, put that into the side of the mountain to be able to slide down and . . . The next day, I had bruises all over me from sliding down the mountain, but it was a really great experience.

6. THE SOCCER LEAGUE

MAN: If I can come across some free time, which, uh, I, uh, well, I-I like making time for myself and my family. Um, I like spending time with my kids, uh, and my wife, uh, but also, if I'm not doing that, I try to, I play a lot of soccer during the weekends and tennis during the weekdays.

INTERVIEWER: Do you play in a-a soccer league?

MAN: Yes, um, I, um, I used to play, uh, when I was back home, at a very high level, um, so when I came here, I came on a soccer scholarship so I was, uh, **All-American** for four years, playing soccer in Oklahoma. And, uh, when I graduated, the intention was to play in the professional league, the **MLS**, uh, but the way the story goes, usually if you do not have your green card at the time when you're supposed to play, uh, you're considered not eligible to work, and as such, you cannot play on the team unless you adjust your status. So while that is waiting, you get married, you have kids, and that dream goes out the window, so. But as much as that goes out the window, your skill remains with you. So right now, I play at a league in Germantown, uh, it's called, uh, the, uh—I forgot it again—it's a semiprofessional league, there's a **soccerplex** in Germantown, uh, WISL, Washington International Soccer League, so we play Sunday games and then Saturday we practice.

7. FLYING

MAN: Entertainment. I'm not a big television person. I-I, TV has its place but . . . movies. I-I love music, I'd have to say, and I-I play piano. My wife is a pianist as well. I also play the flute. Um, years ago, as a kid, I played the violin, viola, and trumpet, and so music is very important to me. Uh, we, I don't get out to concerts much but mostly I'm at home just either listening to music, playing music, uh, not so much watching movies but just enjoying, enjoying life. Uh, I also am a federal, I guess a **licensed pilot**. I've been flying for about, since 1998, so about nine years, **instrument-rated pilot**, and now that I've recently returned to freelancing, uh, in my private

practice as an interpreter, I should have more time to fly, so it's one of things I'm looking forward to, is spending more time back in the air. Since I've moved to the area for the past year and a half, I've been going back to New Jersey and flying with the same, uh, **fixed-based operator, FBO**, that I was flying with out of New Jersey, and so now I hope to return to the skies a little bit more in this area.

INTERVIEWER: Where did you learn to fly?

MAN: At Teterboro, uh, Airport in New Jersey at a school called Airfleet Training Systems. And, uh, it was just a dream I always had and working for myself at the time, I had the time. I also started learning with a friend from kindergarten who always wanted to fly. I just think through our twenties, we didn't have the funds to learn how to fly, so finally at thirty, we both decided, "We'd better get started now before we get too old." And so we both started learning together at the same time, which is good, because once you're in the air, it's **kinda** lonely, if you're just going around with, you know, to different locations, it's exciting. But having a friend, someone there that you can fly with and split the cost with as well, has been exciting, so we kinda learned at the same time.

INTERVIEWER: Have you flown just in New Jersey or what's the farthest that you've flown?

MAN: The farthest I've flown would probably be from New Jersey to Maine. It's **not terribly far**. But I've-I've flown from New Jersey to the Maryland area, uh, to Virginia, but I think the farthest would be to Maine, so just a couple of hours, two to three hours.

8. OUTDOORS IN NEW ZEALAND

Well, um, compared to here, you see, I have a little boy myself now and he's eight years old, so I remember my own childhood at the age of eight very often because you relive it. You know, if you've never had a child before and you get to reexperience everything of your own. The difference was, I think, in New Zealand, you can't understate how much the outdoors plays a role in life. Uh, as, and-and the United States is an outdoors country, too, but New Zealand is filled with, um, with beautiful things and a temperate climate, and New Zealanders by culture love sport, obsessively, uh, I would say. Y'know, you think it's-it's obsessive here; i-it's not, comparatively. And so, people, and that's why you get some of these very unusual sports being developed there, like people jumping off bridges and, uh, and bouncing and **bungee jumping** and throwing themselves against things, you know, all that. It comes from a love of doing things like that. And so, uh, childhood there, um, memories of-of-being involved in the outdoors and-and, uh, and playing, but mostly making your own entertainment. Um, it's not a structured environment. People forge their own, uh, their own games, their own ideas. When you go for the summer holidays, you're usually off on an adventure somewhere, you know. It's, uh, yeah, that, so those-those spring to mind.

9. WALLYBALL

MAN: Uh, I like to play sports. I like to drive my Jeep, um, go **four-wheeling**. Um, I guess mess around with the computer, a few things.

INTERVIEWER: What kind of sports do you like to play?

MAN: Uh, I played soccer for about four years. I was a goalie. I played lacrosse for two years—I was still goalie. I'm very, I have that catlike reflex even though it doesn't look like it 'cause of my size. Uh, I play a sport called wallyball. It's volleyball and handball mixed in together, but instead of playing volleyball outside, it's indoors in a small court, and you can use the wall to bounce the ball off of. You just can't touch the ceiling or you can't touch two walls at the same time and you still use the ground to score on. Like, I play with kids my age on one team and fifty-year-old guys on the other team. So far, that, we barely ever beat **'em**, so far, the old guys.

INTERVIEWER: So how many people are on a team?

MAN: Um, it depends on how many people show up that night. I mean, it could be three, three on three, it could be two on two, it could be, uh, up to three teams of four.

INTERVIEWER: Do you have, do you play in a league or just **pickup games**?

MAN: It's more of like, I play with my girlfriend's dad and just—it's more of like people we know throughout, uh, businesses and stuff, and friends.

10. MAKING MOVIES

MAN: Um, when I can manage some time, uh, I always have believed in-in, uh, being industrious. I try not to limit myself to just nursing or business. I find time to, uh, to showcase or act in some movies, if that's possible. I also did modeling, uh, in my day, and, uh, and it is my aspiration to end up on the big screen one day in Hollywood. So this is just a movie that actually, uh, was released today. Uh, it's called *Through the Fire*. It's, uh, a

Nigerian-based movie, uh, and then, uh, it just tells the story of how people leave Africa and come here and go through what they go through to get, uh, **status** adjusted or to get health care if they're out of status and stuff like that. Just the struggles that Africans go through when they come to America.

INTERVIEWER: How many movies have you made or how much acting have you done since you've been here?

MAN: Acting—actually, since I came to this country, this is the second movie, uh, that I'm in. Uh, when I used to be back home, uh, we did a lot more stage drama at the university. I was actually the theatrical director for one of the groups at the university, so I was exposed in that way, so when I came, I did not want to let, uh, my acting, uh, ambition and aspirations, uh, go to waste.

11. LIFE-WORK BALANCE

Uh, I keep **pretty busy**, I guess, um. I don't, uh, I'm not one of these people that have a billion hobbies, uh, I mean, I know, there's people like my dad who always has, you know, **spelunking** and, you know, whatever else that he's learning—sailing—and doing. He always has a thousand things to do with, uh, all of this, um. But I—I keep pretty busy. I'm—I'm somebody that likes to keep a very good life-work balance so I—I'm not sitting in the office for eighty hours a week, uh, but I'm married and I spend, we spend a lot of time together, uh. We do different things. This is—well, this is baseball season, although it's too cold. But, uh, so this time of year, there's, baseball just started, which gets us all excited. Um, what else do we do? We love to travel, uh, and that's, uh, that's, we're getting ready for a trip right now.

12. PLAYING THE PIANO

MAN: Depends on the mood. I would say, uh, I-I play some religious music, some **spiritual music**. A lot of, some, I-I guess my wife would call them show tunes, and it's probably with the influence from theater, but just a lot of, uh, anything that I interpret, I have to get the music because it's a work expense, and I need to be familiar with how to interpret the music, and so I have lots of music, uh, in my library. And so there-there, lots of show tunes, lots of, uh, spiritual music, some jazz, some **classical music**—that's pretty much it.

INTERVIEWER: When do you play?

MAN: Pretty much every Sunday. It's, there's, there're two things that I do on Sunday and it's, this is just what's happened over the years. I typically play at least a song or two towards the evening, and I also watch "Animal Planet." And so it's just, uh, a habit that my wife has gotten, she and I have gotten into before we had kids. It's just a calming thing, it's a Sunday evening, it's relaxing, "Let's look at the animals," and it's just become a tradition in that my daughter and I have now started Sunday evening, "It's time to watch 'Animal Planet,'" and we . . . The question was, "When do . . . ?" When do I play—so Sunday evening, I'd say, uh, pretty much. And any other time that I have a **free moment**. The other time I play is when I'm waiting for my wife, uh, when we're about to go out. She's, I'm always ready first and the kids are ready and we're always waiting, and so in that-that little **span of time** where we're waiting for my wife to finish getting ready before we depart to go out, I usually play a song or two just to pass the time.

13. THE PERFORMING ARTS

WOMAN: I go to a lot of plays, um, at both the Studio Theatre—**season tickets** there—and the Shakespeare Theatre. And I, um, went there after I saw *The Trojan Women*. I'm like so-so on Shakespeare—I like Shakespeare, I like Greek tragedy a lot, um, and it's, so, the combination is interesting. Uh, Studio Theatre has interesting, you know, sort of newer things to see; occasionally the Arena Stage, um, I'll go to. Movies I like. Um, some dance things, you know, I like, and concerts, um . . .

INTERVIEWER: What was the last concert you saw?

WOMAN: Last concert I saw was Yo-Yo Ma and the Silk Road, which I thought was really, uh, interesting, yeah, so.

INTERVIEWER: So classical music?

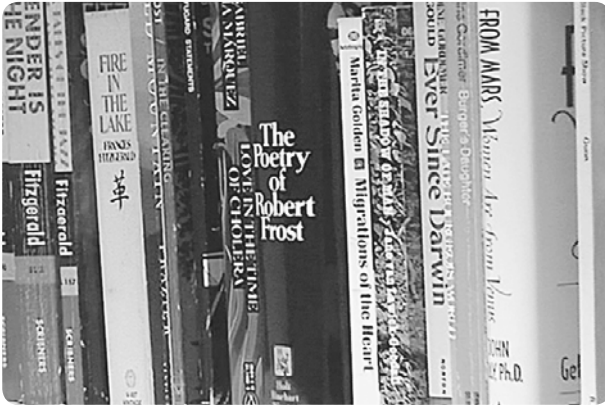
WOMAN: Yeah, I like classical, I like modern sort of, um, something called Trip-Hop, which is kind of jazzy, it's English. I don't know, it's not really rock but electronica—kind of that, um, so I do that. I'm not much of a television watcher. Occasionally, and I've taken up **knitting**. I'm learning how to knit. And so, it's too boring to do it by itself, so, like, Jon Stewart, I can watch Jon Stewart, I-I watch Jon—I like him a lot. He's funny, so a little bit of that and I'll knit and . . .

INTERVIEWER: What inspired the learning how to knit?

WOMAN: Um, there's a woman in my office who's an expert **knitter** and she offered to teach people how to knit, and I said, "Oh, what the heck?" you know. And um, Thursday at lunch, you can go in and knit and, um, talk with people, learn how to do new things, so. My mother is still shocked, shocked. She-she can't believe it, so.

14. BOOKS ON TAPE

I do, um, I do read. Uh, I-I don't read nearly as much as other people. I know my wife devours b—, you know, paperbacks like there's no tomorrow. Uh, but I always have a book on tape that I listen to, which I consider reading, uh, but I always, I always have a book on tape that I'm listening to, to and from work. Uh, my commute to work is about, uh, thirty-five to forty minutes, um, and I, and then I also always have a book that I'm actually reading, which is mostly for the days I'm on public transit. And, uh, right now I'm reading—what am I reading? It's a book about Venice, of course, because I'm getting ready for my trip. Uh, I forget what it's called—*City of Fallen Angels*? Uh, so it's a little bit disorienting because I always have two—one in my car and one that I'm reading—and then there's also the fact that my, we have two cars and a driveway that, you know, whoever comes in last is the car that's available. One car has a CD player and the other car has a tape player, so I always have one that I'm reading, one that I'm listening to on cassette, and one that I'm listening to on CD. Um, but, and then in, what I listen to usually rotates between a fiction and a history. Uh, the public library has a fabulous collection of books and CDs of college courses and history, and it's a lot of stuff that, you wouldn't necessarily pick up and read a biography of Julius Caesar but, you know, listening to and from work, it's fabulous—or the travels of Marco Polo, to and from work. It's not necessarily something I'm gonna pick up and read on a Saturday afternoon, but—so I do a lot of that.



15. READING

MAN: Reading. I do a lot of reading. I have three bookcases in the house full of books.

INTERVIEWER: What sorts of things do you read?

MAN: Everything. You name it. I probably have a book on everything, how to do everything. And I'm particularly interested in World War II, and especially the airborne units of World War II, and what they did and that type of thing. But military history in general, like Civil War, First World War, World War II—all the way up.

16. OPERA

You know that, you know, you often ask yourself the-the moon question: what beer do you bring to the moon? Or-or what, or-or-or what, uh, or-or, who, what music do you bring to the moon? You know, uh, the beer would have to be Guinness because it's good for every occasion, although I love **Natty Boh**, uh, because it's a hot-weather

beer—we live in hot weather, uh, but, um, what? I've often asked myself that question and-and-and, um. Well, a couple years ago—it changes day to day—right now, you're asking me, uh, there's on—, there's three. I mean, there's Mozart, but Mozart, you have to be absolutely—Mozart is frenetic, he can be frenetic, he-he-he demands a lot of you. Uh, Verdi, he'll just sweep you, he'll just sweep you away but sometimes it, um, sometimes you don't want to be swept away, sometimes it's too many choruses, too much orchestra. Puccini, Puccini if you, if you, if you **wanna** cry, Puccini, or-or, in-in-in Verdi, especially in, uh, *Il Trovatore*, you know, the-the, uh, “è pieno, è pieno, è pieno il mio cuor,” you know, I-I-I . . . Or, uh, and then sometimes, on a, today was a French day because it's-it's-it's a C major day and sometimes, if-if the moon were, uh, in-in November or something. Dark. November day. Wind out there, some rain like yesterday—it has to be Wagner. It has to be Wagner. It has to be. It has to be the *Götterdämmerung*. It has to be, it has to be Brunhilde gettin' on Grane and going into the, into the fire. So-so-so actually, uh, if you ask me my moon, my moon, my moon opera, my moon composer . . . Who-who combines all three of those if you, if you really need it. Uh, I think right now, God sends me to the moon right now, I'd have to do Guinness, 'cause it's cold up there, and I'd have to do Verdi, because he's so universal.

17. PLAYING POOL

WOMAN: I go to the zoo.

MAN: She, weekends.

WOMAN: I go to the zoo, yeah.

INTERVIEWER: [OK, so we got that . . .]
 MAN: [Uh, skydive. Um,] in my free time.

WOMAN: Well, we like to travel, [we like to] go different places.

MAN: [We do. We] like to travel, we like to **keep it going**. I occasionally drink a beverage. Just sort of something to do. I play pool. I play **pool** quite a bit. Um, what else [do we do]?

WOMAN: [Jigsaw puzzle.] We're working on a **jigsaw puzzle**.

MAN: We're **homebodies**, now that I think about it. We like to travel, but we're really homebodies.

INTERVIEWER: When do you play pool?

MAN: Ah, I usually play pool on Thursday nights in a APA league, American Pool Players Association, uh. It's, um, they, it becomes on a natio—, it-it can get to a national level. It's starts at a very local, your own—your home bar, you know, sort of thing. Uh, they have some really **scrappy** nasty tables and constantly smoke-filled rooms and you play there. And you go t—, at the end of session you can go to, uh, um, a tournament, which is your little area, which might be five bars in the neighborhood, uh, and if you win that you go to, uh, uh, sort a local, uh, meeting for districts, and districts can be all over the state, uh, and that's usually played, which was five minutes from her old house. Um, we, after that point, if you actually win that and you become champions in **eight ball** in that tier for the state, they, at that juncture, will pay for you and your eight team members' plane tickets to Las Vegas, and, uh, they put you up in a hotel out there, and you go to a national tournament out there.

WOMAN: He's never made it that far.

MAN: We've never made it that far. I've known people who've gone to Vegas, that they've gotten flown to Vegas, but our, any team that I've ever been on has-has not gone that far. Even if you win a few rounds of the, uh, national things that are happening locally, ra—, actually, not national, at the state level, um, they will pay you. We—we've gotten a payout of our team members, each one, somewhere in the neighborhood of forty or fifty dollars, which is actually very good. It's, you're at least winning something at that point.

18. HOBBIES

MAN: Hmm, I got all kinds of hobbies. Skydiving.

INTERVIEWER: OK.

MAN: Flying. Fishing. Hunting. Uh, competitive rifle and pistol shooting. Uh, **ham radio**. Um, wood carving. Um, probably a bunch I can't even think of right now.

INTERVIEWER: So with-with that many hobbies, how do you spend your time with them—do you participate in whichever one . . . ?

MAN: Well, the-the seasons have a lot to do with that. Like in summertime, I like to be fishing, uh, skydiving, and flying and the weather's good. Uh, shooting outdoors and all that business. Come wintertime, we're not jumping so much, so I might do more ham radio, uh, hunting in the wintertime, um, woodworking, doing stuff in-in the house. But I like, I like being outdoors more than I like being indoors.

Well, I always wanted to **jump**. And when I left Medstar—when I retired from there—I started teaching flying up here at Hanover, and that's how I met Jim and I started

flying **jumpers**, and then I decided I was gonna do it, so my wife bought me one jump for a birthday present. She said, “You’re just gonna do this once.” I said, “Yeah, that’s it.” So here we are, several hundred jumps later, and I’m still at it. And since I started at age sixty, uh, you know, a lot of people wonder why I do that. They—they doubt my psychological stability because I jump out of airplanes.

INTERVIEWER: But you obviously enjoy it?

MAN: Oh, yeah. And you, I’ve met more nice people skydiving, and, uh, I’ve, I mean, there was an **esprit de corps** with the state police because you’re involved in a situation where you have to depend on each other a lot but skydiving is—is a stronger esprit de corps, esprit de corps to me than with the state police, just because of the people involved and you’re doing a sport that’s, you know, potentially dangerous, so everybody’s sort of lookin’ out for everybody, you know. It’s like when you jump, you, in the plane, you’re looking at another guy’s equipment to see if maybe everything’s hooked up alright, and the other guy’s lookin’ at your stuff, too, so you—you know, you’re lookin’ out for each other. And it’s a sport that not too many people do—what, there’s thirty thousand of us in the United States?

DEFINITIONS

All-American: A designation given to collegiate athletes in the United States who are among the best in their particular sport.

BASE jump (BASE jumping—Building Antenna Span Earth): A kind of skydiving in which the participant jumps from a fixed object on the ground instead of from an aircraft.

bungee jumping: Jumping from a fixed object above the ground, such as a bridge or crane, with an elastic cord attached to one's body that stops the person's descent after falling for some distance but before reaching the ground or water below.

'cause: Short for *because*.

classical music: Typically, music from the late eighteenth and early nineteenth centuries by European composers such as Beethoven, Mozart, Brahms, Wagner, Bach, and the like.

computer games: Interactive video games designed to be played on a computer.

dressage: An equestrian sport in which the rider guides the horse through a series of movements in a manner as relaxed and effortless as possible. The rider is judged on how well he or she performs the movements with the horse.

eight ball: A game in pocket billiards in which the object is for a player to sink all of the balls he or she is shooting before sinking the eight ball.

'em: Short for *them*.

esprit de corps: A French phrase meaning "camaraderie" or "team spirit."

fixed-based operator (FBO): A center at an airport that provides services such as parking, tie-down, fueling, and flight training for pilots and aircraft owners.

flat work: Movements or maneuvers that a rider on horseback guides the horse to perform while on level ground—the basis of dressage.

four-wheeling: A recreational activity that involves driving a motor vehicle specially designed for use in rugged off-road (not streets or highways) areas.

free moment: A brief period of time for which there is no obligation to do something.

full of himself: Egotistical, self-centered, stubborn, or arrogant.

goalie: Slang or short for *goalkeeper*. A defensive position in soccer (or hockey) whose sole purpose is to prevent the opposing team from scoring.

gonna: Going to.

ham radio: Amateur radio used as both a service and a hobby in which different kinds of radio equipment are used for communication to allow people at different locations in the world to communicate with each other. It is sometimes referred to as shortwave radio.

hang glide (hang gliding): An aerial sport in which the participant glides through the air while suspended beneath a wing-type glider made of fabric-type material covering a metal frame.

hang out: To spend time alone or with friends with no specific agenda in mind.

homebodies: People who like to stay at home, or people whose life is centered around the home.

instrument-rated pilot: A pilot who has received additional training, education, and certification that allow him or her to fly in conditions or situations that require the use of more specialized flight instrumentation for navigating and controlling an aircraft.

iPod: A small, portable electronic device on which music or other kinds of recordings can be stored and played back.

jigsaw puzzle: Typically, a large flat puzzle with some kind of pattern, picture, or design on it that takes a significant amount of time to assemble.

jump: A term often used synonymously with *skydiving*.

jumpers: Skydivers.

keep it going: To stay active or busy and participate in different activities.

kinda: Kind of.

knitter: A person who knits.

knitting: To make something from yarn or thread by using needles to produce interconnecting loops of material.

licensed pilot: A person who has met all of the training and educational requirements established by the FAA (Federal Aviation Administration) and who has been issued a permit to fly an aircraft.

MLS (Major League Soccer): The professional soccer league of North America.

MSI (Montgomery Soccer Incorporated): A local youth soccer league.

Natty Boh: Nickname for the American beer National Bohemian.

not terribly far: A common expression that means “not very far.”

off the beaten path: Places to which people do not frequently go or travel.

outdoorsman: A person who enjoys outside sports or activities.

performing arts: Refers to live entertainment such as theater, ballet, and concerts.

pickup games: Informal games in which teams are formed in an impromptu fashion from the people that are available.

pool: A game or games similar to billiards but played on a table with pockets in which the object is to sink or pocket more balls, or certain balls, before your opponent does.

pretty busy: Very busy.

riding: Reference to horseback riding.

RV (recreational vehicle): A kind of motor vehicle in which people can live as they travel from place to place.

scrappy: Rough, ragged, or of poor quality.

scuba dive (SCUBA–Self-Contained Underwater Breathing Apparatus): A kind of diving in which a person carries his or her own air supply.

season tickets: Tickets that a person purchases for a specific kind of event that allows him or her to attend every scheduled performance that takes place during a specified period of time.

sign: To use sign language.

soccerplex: An arena where soccer is played.

span of time: A period of time.

spelunking: The sport of exploring caves.

spiritual music: Music with a religious theme.

status: Immigration status.

stopper: A defensive player in soccer who occupies a midfield position outside of the sweeper.

sweeper: A defensive player in soccer who occupies a position between the goalkeeper and the rest of the defensive line.

touristy: Something that is designed for, caters to, or appeals primarily to tourists.

wanna: Want to.

QUESTIONS AND EXERCISES

1. List the three most interesting pastimes described by the speakers and explain why you think they are interesting.
2. What role do pastimes play in the lives of these speakers?
3. Which pastime would you like to try and why?
4. Describe the pastimes of a friend, colleague, or classmate.
5. How much free time do you have? Are you able to balance free time and work?
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.

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THE USE OF LANGUAGE PART I



In this chapter, interviewees talk about the role of language in their lives.

1. SOUNDING AMERICAN

I think that the most difficult thing for them to learn is actually, um—that's a good question. Well, if I were to get technical about it, I would say that pronunciation is the hardest thing to learn. I-I see people—I have a lot of contact with internationals just because my husband is a, is an international, my parents were, um. They have a tremendous facility with English in general, they can use

English in everyday communication, they use English in sort of very specialized areas, science or linguistics, and they're comfortable with that and they're very proficient, but they still maintain this accent, so I would say that sounding like an American on a phonological point, uh, level, of having the American accent, I think that's a lot harder than, um, mastering the grammar or even mastering some of the idiomatic phrases that sort of make you stand out as a, would normally make you sound like a native speaker but, um, the-the accent is sort of, is very tenacious.

I think I pay more attention to them, and I think it's because growing up I was very aware of, I wanted to sound like an American when I spoke English, but I wanted to sound like a Taiwanese when I spoke Taiwanese. And I had a Taiwanese accent speaking English in the beginning, and I was very, very, very determined to standardize that accent and make it sound like Middle America. So I-I-I do remember watching the news with my father and foll-following along underneath my voice, and on a soft voice, what the news anchor was saying, to try to mold my accent closer to his. And that was at a very young age, I was doing that, so that by the time I was twelve or thirteen, I had pretty much wiped out whatever Taiwanese accent I had. And by the time I was fifteen, I no longer had a Maine accent, so I was as standard as I could make my accent. On the Taiwanese side, I was, um, always upset when we would go to Taiwan and people would look at me and after three minutes of talking to me, say, "Oh, you must be an American, you-you came here from America." And that really, that really upset me, since Taiwanese was my native language, my first language—I didn't speak English until I was old enough to play with other children, um—but living in this country, with the exposure that I had, I-I had some vestigial American accent that people could always identify me.

I've worked on that, too, and really listened to understand why my pronunciation is different from my mother's or different from my aunt's, and as a result, I think actually my-my accent has improved as I've gotten older, but now they identify me with a much older cohort, I sound like I'm about fifty or sixty 'cause those are my models that I've, I-I speak like, um, but, yeah, all my life I've really tried to, I've been very aware of my accent and tried to modify it, um, not always successfully, with-with varying success depending on which language we're talking about, but that is always been something that's been very much at the front of my mind, so I'm very aware of that.

2. LINGUISTIC CHAMELEON

Considering that, as a, I grew up as a, as I said, as **Navy brat** and I lived in many different regions of the country growing up. Uh, sure, there're-there're definitely different accents. And a funny thing that I've noticed about myself, and I'm—somebody else observed it in me, I wasn't even consciously aware of it until somebody pointed it out—but I'm somewhat of a linguistic chameleon in that whatever accent I'm speaking with is usually, I-I'll gravitate towards the person that I'm speaking with, because I lived in so many different places and have adopted so many different accents, you know. If-if I'm speaking to somebody from the South, I'll—without even being consciously aware of it—I'll slide into a little bit of a **drawl** and-and-and it-it just is-is a very natural thing for me, whereas if I'm speaking to somebody from a more urban area, uh, or-or the West Coast, there's a li-little bit of an Oregon accent. It's hard for me to put my finger on but, uh, there're definitely regional differences, and because I've lived in so many different regions, I-I'll just kind of

slide into that accent without even being conscious of it, when I'm speaking to somebody from those areas.

3. SPEAKING SPANISH

STUDENT: Um, I'm fluent in Spanish 'cause I was in the dual-language program when I was really little, like around six, so I remember in first grade, uh, my school taught me Spanish. And, um, I'm still in it now. I'm in a lot of **AP** classes, which are college courses in high school. And then, um, I kind of grew up at Gallaudet and, um, I know some sign language. I'd really, really like to learn more though, but I-I have an OK vocabulary.

INTERVIEWER: Do you have much occasion to use your Spanish?

STUDENT: Um, I have more than I would like to, um. My parents, every time we go to a restaurant or we just see anyone who's Hispanic, they make me talk to them and sometimes, I don't know, if I were in a foreign country, I don't think I would like someone going, "Oh, I speak English, talk to me!" You know? So, I feel like it's kind of mean. But they make me talk to people in Spanish all the time. Sometimes they like it, though, sometimes they like it because they can relate and it's nice to hear your own language. Sometimes maybe they're annoyed by it. I would be.

INTERVIEWER: Have you had a chance to go to Spanish-speaking countries and use it?

STUDENT: Yeah, in sixth grade I went to Spain for two weeks with my mom and my grandma and, uh, we traveled all around from Madrid to Barcelona to Sevilla and,

um, it was, it was fun, although now that I look back, I was just kind of too young to go, but that actually helped me a lot—just two weeks made me so much more fluent than I already was.

4. LISTENING

MAN: It was hard, is not easy because you have to make your living while as you go to school at the same times. And back home, most, uh, students just go to school. They don't have to work to make the living. So it's little bit here, it's little bit stressful and hard to learn at the same time you have to make your living at the same times.

INTERVIEWER: So what would you say was the hardest thing [about learning English]?

MAN: [It's still, sometimes] I have little bit heavy accent, uh, in my language, so I took some classes to imp—, to prove my accent so people can understand me a lot more better. But, uh, I learned, when you talk to the client, just slow down a little bit because when you speak fast like American people sometimes you don't get the point, so I slow down and try to explain it carefully so they, I make sure they got the point of what I'm trying to explain to—to him or to them.

INTERVIEWER: Do you have trouble understanding different accents in America?

MAN: Sometimes. From the South, sometimes, but I always listen, and if I don't understand, I ask again, they repeat what you said.

5. COLOR COMMENTARY

I know from what my mother has told me that I was a very late talker. Like not, she thought something was wrong. I wasn't saying anything, um, until one day I **busted out** with a whole sentence. Um, so she's like, "Oh, thank goodness, nothing's wrong." So I think that my daughter, Aida, is speaking much earlier than I ever did, and I think part of the reason is—well, part of the reason is she's the only child we have and I was number two, so that might have contributed—but in the, bigger component is the fact that she has all this sort of language stimulation all of the time, and she's constantly going back and forth, and she really gets it. Maybe she was just also genetically predisposed to being verbal, I don't know, but I think that sort of compilation of characteristics has made this **chatterbox**, which is what she is. I've, I-I think that she may become, um, a **play-by-play**, do **color commentary**, because that's what she does all day long: "OK, I'm sitting now, OK, let's go," and everything is, she does little commentary of everything that we're doing: "OK, we're sitting now. Now where are we going? We are going to the store." Everything . . .



6. GROWING UP BILINGUALLY

MAN: English—actually I grew up, uh, with English language. Uh, we were colonized by, uh, after the Second World War, at the end of the Second World War. Uh, Cameroon was one of the countries that was partitioned between Britain and France, and so it made us a de facto, uh, bilingual country. So, I grew in the English section, studied entirely in English. And, of course, we spoke the dialect at home, but when we went to school, we, uh, studied in English. But going to the university, to the university, we had to go to the French section. Uh, there's ten provinces in Cameroon. Eight of them are, uh, French speaking and two of them are English speaking, so you have to go to the French side to go to university, so then you're supposed to be bilingual, so we started studying French while going to primary school in the English section to prepare for university in the French section, so. Uh, English, I grew up learning English, but French I had to study as a second language.

INTERVIEWER: So, d'y—, do people comment on your accent?

MAN: At times, at times. Uh, when I came initially in '94, I might have had a little bit of a heavier accent. Uh, I don't know that it will ever change that much, but, uh, sometimes some people do not understand when I express myself, sometimes, but most often than not, uh, I articulate, I believe I articulate well because I studied linguistics also at the university. Not that that should matter, but somehow I put a lot of emphasis on my phonetics and pronunciation so a lot of people can get along with understanding me, but you run into occasions where, uh, people just cannot get what you say, and I would say something about two or three times, and they would be

like, “What are you saying?” Then eventually when they get it, they really do not say it far from what I said, you know, so I said, “Maybe it’s the accent,” you know.

INTERVIEWER: Now do you have trouble understanding people in the United States who have different accents?

MAN: Not really. Um, I—I’m at a point now where I can actually tell sometimes if you’re from the South or from California or from Vegas, you know, so I not only understand what they say but I can decipher, uh, which section they—they coming from, but every now and then, you run into somebody that have a very fast speech, you know, very rapid speech, and it’s hard to pick up everything they say. And, uh, it’s not too difficult understanding people in the United States because also the choice of words. They use high-frequency words, uh. By high-frequency words, words you hear every day, you know, it’s, uh, when you start reading a book, uh, like Agatha Christie or something, then you see words which could be challenging or require you to go into the dictionary to see what they mean. But in everyday language, uh, a lot of Americans—and this is probably a plus—use, uh, high-frequency words, so there is no mystery in the language, **so to speak.**

7. GETTING COMFORTABLE

WOMAN: Um, well, I think that, um, one of the hardest things, um, for learning any foreign language is, uh, just becoming comfortable with yourself in that language. Um, and, uh, so, for example, pronunciation for me, uh, one of the, I think I’ll always have an ac—, a foreign accent in English, no matter how many years I live here, and you

have to feel comfortable with that, OK? I have a foreign accent and that's just me, that's just part of me, part of who I am, and you have to reach a point at which you feel comfortable, comfortable with that and not, uh, self-conscious about it. So that's one of the hardest things.

Now, if we go to the specifics, uh, I think that one of the things that everybody complains about when they're learning English is all these preposition—I think they call them particle verbs—these prepositional verbs like, uh, **turn up, turn out, turn in**. Everybody gets confused about those, uh, and if you get the wrong preposition, of course, you're saying the wrong thing. So I think that's a hard thing because it's very idiomatic, and, of course, the most idiomatic aspects of the language are the ones that are harder to learn. You just have to get immersed in the culture and just pick them up.

I have trouble with, uh, the accents—accents from, uh, the South of the United States, uh, 'cause, I mean, if, I think I can travel anywhere in the Northeast and even though there are different accents, I don't think I have problems understanding people in general. Um, I've lived in the Northwest and in the Southwest, and I never had any trouble, but when I lived in North Carolina, when I first moved to North Carolina, I could not understand my own students. I mean, I had trouble with the southern accent and then, of course, I got used to it. But, uh, yeah, in terms of geographical accents, I would say the southern accent.

INTERVIEWER: So what did you do when you couldn't understand somebody?

WOMAN: I asked them to repeat or I, or I just guessed.

DEFINITIONS

AP: Advanced placement classes, offered in high school.

busted out: In this context, to have suddenly exclaimed or to have said something unexpectedly.

'cause: Short for *because*.

chatterbox: Slang for a talkative person.

color commentary: Information provided by one of the members of a broadcast team at a sporting event that is designed to fill time when action is not taking place in the competition. That information includes things such as personal interest stories, statistics, and points of strategy.

drawl: A colloquial word used to describe the lengthening of vowels in a person's speech. It is frequently found in speech patterns in the southern United States.

linguistic chameleon: A person who adapts or adjusts his or her speech and language usage to match the environment in which he or she is at any given time.

Navy brat: A child who grew up with one or both parents in the U.S. Navy and typically lived in many places.

play-by-play: A detailed moment-to-moment description of the action in a sporting event.

so to speak: A phrase used to mean "as an example" or "in that way."

turn in: Often used to mean "go to bed."

turn out: The end or resolution of a situation—for example, "How did everything turn out?" It can also mean the attendance of people at an event.

turn up: To appear or become available.

QUESTIONS AND EXERCISES

1. What do these speakers think about accents?
2. What do you notice about accents?
3. In your experience, what is the hardest thing about learning English?
4. Do you speak differently, depending on whom you are talking to?
5. How many languages do you speak? When and how did you learn them?
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.

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THE USE OF LANGUAGE PART II



In this chapter, interviewees continue to share their perspectives on the role of language in their lives.

1. AMERICAN ENGLISH/BRITISH ENGLISH

MAN: I, of course, since, India is, we have been ruled by Britishers, so I know English pretty well. And, uh, I know In—, few Indian languages. I mean, like one of them is, uh, Hindi, and I also know, uh, Punjabi—that's—that's where, uh, my family belongs to, Punjab, the north part of India—and a little bit of Urdu.

INTERVIEWER: Uh-hmm. So in which situations do you use your, [your languages]?

MAN: [If-if I have an Indian] client and I know that he speaks Hindi, to make that person comfortable, I speak Hindi. It's all what kind of client I have. I mean, there's some clients who may be from India, origin from India, but they hesitate speaking an Indian language, so I-I don't mind. It's all **customer service**, so. Whosoever feels comfortable, whatever.

INTERVIEWER: So even with Indian clients, you may speak English?

MAN: Yes, yes. I mean, like the, some of the Indian, regions in India, they do not speak Hindi. If you go to south, they speak southern language and English. So by and large, English is kind of language that is easily understood by most of the people, like, unless you go into the suburban areas of India, so, you know, you'll have a problem with English, but otherwise, most people speak English. So it's either Hindi or English, but when I have people from, uh, northern part of India, which is called Punjab, so I-I speak in Punjabi, and they-they are thrilled about it. I mean, they feel pretty much at home.

Oh, you mean in America, yes. Uh, I mean, I find it, uh, I have to struggle to make people understand what I'm saying because I-I speak mostly British English and it's not exactly British accent, it's British English. Uh, but in America also I find that I-I went to Florida with my son for vacation, so it's like you could see that, they speak differently. And the, some of the words they don't use and some of the words they use, we never use it here, so. I mean, they-they could tell that, "Oh, we-we, you're not from Florida, right?" So I-I know that they can make out that I am, definitely I am not from America, so they can make out. But when they even speak to my son, who

speaks very good American English, as for the standard of Maryland, even he could be distinguished that he's not from Florida, so I-I definitely notice this. But, of course, I've not traveled so much so I can't say **for sure**.

INTERVIEWER: What about, I mean, when you lived in New York or in other places—do you, do you have a hard time understanding accents or . . . ?

MAN: Uh, no. I never had a problem to understand what they're saying, but **by and large**, there's some kind of people, when they speak, they neither speak English nor they speak, I mean, I don't know if it's a different kind of language altogether. They are not pronouncing the words should be pronounced, so half of the time, it's like a **rap**, you have to try to understand the song, so when I was in-in-in, uh, in America, uh, in New York, I-I ha—, I had a hard time trying to follow. I mean, it's like, uh, you heard something, you have a pic—, like you have a picture memory, and then you try to figure out, “Oh, he meant, oh yeah, he said that.” So, you can't, I'm, I was not very responsive, saying, “Oh, you're saying this” or “I'm saying this.” So it's like, uh, “OK, he said that, yeah,” eventually. You know, like when my boss, who was an American, he asked me, I said, “Uh, about that travel agent”—uh, because you're a wholesaler, about that travel agent—he said, “What about it?” “What about it?” is a very rude word in India. I mean, if I say “What about it?” that means I am saying, “What the hell you talking about?” You know, but what he meant was, “Tell me quickly what happened,” OK, so that he can give a decision, so he was pretty normal. But I thought, “Why did he say that? I was only thinking about him.” Then over a period of time, I realized he always says that, “What about it?” So, yeah, New York is too fast.

Uh, when they are learning English, I think the hardest part is, uh, I think everybody is confused whether

they should learn the language English or they should understand the cul—, English culture here, because, um, anybody who migrates from their own country to here, there is lot of adjustments that you—the food adjustments, food habits, the way you work, the time you offer, dedication—you-you have to forget about basically. You have to **wipe the slate off completely**. So on top of it, if you have to learn English, then you're trying to understand the culture and the language. And, of course, English language by itself is very confused sometimes. When you put English English and American English, so there are some words like in India we say, "Uh, I need a, uh, I need a **torch**." So the torch in India is battery here, so, uh, if I tell somebody, "I need a torch," they say, "Why, do you want to bring my building down? You burn it down. Do you need a torch, fire?" So-so, they, so, it's like, uh, I mean, I had to learn, relearn English in American culture, so it's a culture and English both put together, sometimes can be **pretty intimidating**, yeah.

2. BALTIMORE

WOMAN: Some people say I sound like I'm from Boston, uh, which I've only visited, on-on occasion.

MAN: Did we go?

WOMAN: We drove through it.

MAN: We drove through it, right.

WOMAN: Um, we, some people say—let me see, there was another one. Recently someone asked me if I was, if I was—I-I don't want to say **Amish**, but it was something like that, and I can't think of what it was, but, um, maybe it was **Mennonite** or something. . . .

MAN: Oh, yeah.

WOMAN: Someone said I had a Mennonite accent, and, of course, I don't—I don't hear an accent at all. So, I'm like, "Nope." But I guess my accent would be from—it's more a dialect—but it would be from Highlandtown 'cause I grew up in the, in the city, in east Baltimore.

MAN: And just-just the way she says that, I say it differently. I say Highlandtown and, which you can tell that there's, but everybody has an accent.

WOMAN: Yeah, like-like [water-water].
MAN: [So the question is, "Do] you have an accent?" "**Yeahsolutely!**"

WOMAN: So, I think it's a, more a dialect.

MAN: Right, it's . . .

INTERVIEWER: What about you? Do people tell you . . . ?

MAN: Um.

INTERVIEWER: Or how would you describe your accent?

MAN: Yes. And I, people have said something to me and, um, you'll obviously notice that if you, all you need to do is live somewhere else for any extended period of time and even where we're going, we'll probably get that. But, um, the, earlier, when I was very young and one of the first trips I took out west was to Denver, and I was skiing with a friend, and they asked me where I was from. I said, "Baltimore." And he said, "Baltimore? Baltimore? Baldwin? Bal? Baltimore?" They didn't know what I was saying. I said, "I'm from Baltimore." He said, "What-what's Baltimore?" I s—, I said, "Uh, the Orioles play there." And they go, "Oh, you mean Bal-ti-more." "Yeah." "Oh, yeah, Baltimore, Baltimore, yes." That's what they . . . So, yeah, of

course, we have accents. I-I call that an accent. Probably is a dialect. Is that the right word, I think?

INTERVIEWER: Do you, do you notice accents in the other, in other parts of the country?

WOMAN: Yeah, that's the, that's the joy of the United States, is that, you know, people don't talk the same. Uh, you know, it all, it's all different. I mean, we have the mountains and the water and the valleys in between. I mean, it's like we have everything—like many different countries all in, all in one, [and I do] . . .

MAN: [What is?]

WOMAN: The United States. I do en—, so I do enjoy listening to other people talk, like, I mean, if you talk to anybody from the **Bronx**, you definitely know they're from the Bronx, uh . . .

MAN: Boston.

WOMAN: Boston—you definitely know they're from . . .

MAN: Boston.

WOMAN: Boston. So that's the joy of being in the United States and traveling in the United States. You get many more cultures in a much more contained free area where you can just go to easily. You don't even need a passport.

MAN: And some people look at you funny.

WOMAN: Yeah.

3. A FRENCH-CANADIAN PERSPECTIVE

WOMAN: Well, I haven't been exposed much to Texas and Deep South accents, but the few times that I have heard

those accents, I did struggle a bit, yes. Um, Quebec has different accents, even just in the French that is being spoken up there, and that—that's very interesting 'cause I have met lots of people down here that come from Quebec, and we can tell which area we're from just from the way we speak our French and I-I had learned English in school in Montreal, but I could barely speak a full sentence when I got here in Baltimore for school, so basically I learned to speak English here, and I can recognize all the different accents—English accents that are like being, you know, that I hear around me—but I guess my ears are better than, you know, my mouth, like, me, as far as like perfecting the way I speak English is a lot harder than me, like, recognizing all the other accents going on around me.

What was the hardest for me was to be in a very big group of people speaking very fast. Um, the hardest thing . . . I guess, I-I don't know . . . the hardest thing. I guess it would be to just get used to the vocabulary, because the verbs in English, you know, no matter how they are used, whether it's, like, future, past, or present tense, they always look or sound about the same. But the vocabulary is just so vast and luckily, going from French to English, lots of the words are similar, just pronounce them differently, but I guess personally, I had, my-my biggest struggle was the spoken part. I could read fine, I could write paper—it would take me a long time, but I could write my papers—but the dialogue part . . .

MAN: I don't doubt that part of that was complicated by the fact that nobody in America actually speaks proper English.

4. WHERE ARE YOU FROM?

Um, well, my accent has picked up little things from different places that I've been. I would describe it as, it's very hard when you're, uh, going to a new place, and as I said, you know, I traveled all to those different countries trying to sell my TV show, and it was a real challenge. This was probably the easiest place in terms of the-the people in business are welcoming here. Um, whereas Europe is, from my perspective—from my experience—doesn't like to experiment too much with new things. Um, in, uh, in the U.S., they love it, that is what they-they want and their motivation. So I would be faced with having to talk to people most of the time who didn't want to talk to me. So having an accent that was slightly different meant I got another minute or two that they listened to me, before they got rid of me. So in that way, in that way, my accent, um, helped. Where they, most people, it depends where you are, where they think you're from. Um, if you're, if I was in England, they would, they'd be sure I was a colonial and they would say so. If I was here, uh, if I were in the U.S., they would probably think I was Australian or South African or-or English. Um, when I'm



in New Zealand, now they're not sure where I am from. They, you know, but, "I'm from right here." Uh, when I'm there, I say that. So-so it depends where you are.

5. CHANGE OVER TIME

Yes, most people will ask me where I'm from, in the United States. Uh, I think it's funny, though, when I go back to England and if I used a British passport or they looked carefully at my American passport, they'd say, "Welcome home." But everybody would call me a **Yank**. Uh, so to a **Brit**, no, they don't think I have an accent other than maybe an American accent. In the United States, most people think I have an accent. Uh, probably less and less people think it's British, just because of time.

6. A CARIBBEAN PERSPECTIVE

WOMAN: Yes, and they keep wondering, "After forty-something years, you still have your accent?" I said, "Yes, I guess it's a part of me, so . . ."

INTERVIEWER: And what-what, how do you describe it to them? Your accent, I mean, when they say, "What-what kind of accent do you have?" What do you tell them?

WOMAN: A West Indian accent, it's a West Indian accent. Mm-hmm.

INTERVIEWER: Do you have trouble understanding accents in the United States, other accents?

WOMAN: Funny enough, not really, no, no. I always liked languages so, you know, and with, especially with Spanish, you had to learn the different accents or dialects, you know. So, no, I don't have any trouble with that, no.

INTERVIEWER: Do you al—, do you speak, uh, **Guyanese Creole** also?

WOMAN: [No, no, mm-mm.]

INTERVIEWER: [No, you don't.] You speak . . .

WOMAN: I just speak [English].

INTERVIEWER: [English.]

WOMAN: English, mm-hmm.

INTERVIEWER: Do you understand it?

WOMAN: I understand **Pidgin Creole**.

INTERVIEWER: Right.

WOMAN: Yes, yes.

INTERVIEWER: Yes, so you do.

WOMAN: A little bit, yeah, mm-hmm.

INTERVIEWER: And did your family speak that when you were . . . ?

WOMAN: No, no. Strictly . . .

INTERVIEWER: No. Just strictly English.

WOMAN: Mm-hmm, mm-hmm. Yeah, you would, you would find people really in the country, those are the ones that would speak that, and the **Amerindians**, those are the ones that would speak that-that Creole language, but no.

INTERVIEWER: Do you hear differences between your accent and other accents in the Caribbean?

WOMAN: Yes, oh yes.

INTERVIEWER: For example . . .

WOMAN: Uh, Barbadians. Oh, you could tell the Barbadian accent, it's, uh, I don't know how to describe it, but you could tell that Barbadian accent. The Jamaican accent is also different. But the Guyanese, we roll our *rs* when you're speakin' so people say that they could always tell a Guyanese by the way the *rs* come out. Um, the Trinidadians, they have a singsong kind of way that they speak, so, yeah, you could tell the difference.

7. A SOUTHERN ACCENT

MAN: Yes, very.

INTERVIEWER: What kind of accent?

MAN: Well, I grew up in Arkansas, and so I do have, uh, influence of the South in-in my, in my speech. I left Arkansas after high school, however, and so for, since high school, I've lived on the **eastern seaboard**, and so the strength of the southern accent in my voice has diminished considerably. Uh, I find myself sort of in a, in an intermediate position now with recognition of my accent because when I live here on the East Coast, uh, people'll say things like, "You're not from around here, are you?" because they detect that trace of southern accent still in my, in my diction. But when I go back to visit friends in Arkansas, I've lived on the eastern seaboard long enough so that they tell me that I sound like I'm a damn **Yankee**.

INTERVIEWER: **No kidding!**

MAN: Oh yeah, yeah. They say . . .

INTERVIEWER: But you went to graduate school in North Carolina?

MAN: North Carolina—still the South, true, uh, still, certainly North Carolina has very strong southern, uh, dialect—but I’ve lived in D.C. now for almost thirteen years. . . .

INTERVIEWER: Right.

MAN: Um, and also I’ll admit I have, I have intentionally tried to lose some of the, uh, stronger elements of my southern accent.

INTERVIEWER: [Like?]
MAN: [Intentionally tried to.] Um, well, I, uh, I prefer not to pronounce words the way they tend to be pronounced in Arkansas sometimes. For, an example is, uh, is the verb *going*, *g-o-i-n-g*. In Arkansas, it’s slurred into a long diphthong frequently, and many people pronounce it “goeeng” as if it were the s—, you know, uh, yeah, pronounce it “goeeng.” And I prefer to pronounce it “going,” and so I’ve made an intentional effort now to say “going” rather than “goeeng.”

INTERVIEWER: Right.

8. LANGUAGE AND CULTURE

The hardest thing? Um, the hardest thing, I would say, the hardest thing in-in-in America, to learn English—American English—would be to, uh, um, assume a love for the culture. Now, that may be difficult coming from, say, Italy-Ita, it-it-it may be difficult, and it’s been difficult for every immigrant over here to assume a love for the culture that you have all of a sudden moved into and-and-and must-must-must assume the culture, but you have to have that, you have to have a love for it. If you don’t have a love for it—I mean, you can have a practical reason for

coming over. My-my-my-my grandparents did from Ireland, which, another language I've-I've studied, um, or-or my great-grandparents from Poland, uh, maybe-maybe have a reason for coming over here 'cause it-it wasn't **cool** over in Poland and it certainly wasn't cool over in Ireland—um, but, even-even about ten years ago, I-I could speak to my great-uncles that Lidia found through gea—, uh, uh, uh, genealogy, and, uh, they still spoke with-with-with an accent. They still spoke, uh, *polova populsku*, half Polish and-and it's in Chicago and-and-and, I-I-I, they, I-I don't assume that they-they-they, acquired a love for this culture and that may be difficult, coming from-from an-another—I'm not **gonna** say—we don't have a **hell of a lot** of culture, but it-it may be even a little more difficult for them to pick up coming over here than for us to pick up going over-over there.

DEFINITIONS

Amerindians: Indian people indigenous to the Americas and the Caribbean region.

Amish: A Christian religious sect of Swiss origin often found in eastern Pennsylvania and known for their choice not to use modern conveniences and modes of transportation.

Brit: Short for *British*.

Bronx: One of the five boroughs of New York City.

by and large: An expression that means “generally speaking,” “for the most part,” or “in most cases.”

'cause: Short for *because*.

cool: A slang expression that means “to be desired or desirable,” “to be with it,” “to be in vogue,” or “to be happening.”

customer service: In business, addressing and meeting the needs of the customers or clients.

eastern seaboard: The eastern portion of the United States along the Atlantic Ocean.

for sure: With certainty.

gonna: Going to.

Guyanese Creole: A Creole language spoken by the people of Guyana.

hell of a lot: A slang expression that means “a large quantity.”

Mennonite: A Christian religious sect devoted to peace from which the Amish are derived.

no kidding: An expression that means “Really? Is that true?”

Pidgin Creole: A layperson’s term for a dialect spoken in Guyana. *Pidgins* are defined as languages that arise out of contact and that are no one’s native language; *creoles* typically refer to pidgins that have native speakers—that is, the children of the speakers who originated the pidgin. Pidgins and creoles differ in linguistic structure.

pretty intimidating: Very intimidating.

rap: A kind of music in which the lyrics are spoken in a rhythmic fashion.

torch: In British English, a flashlight or some other kind of handheld light.

wipe the slate off completely (usually **wipe the slate clean**): To dismiss or disregard previous results or actions.

Yank, Yankee: A term often used by foreigners, usually Europeans, to refer to Americans.

yeahabsolutely: This speaker's combination of the words *yeah* and *absolutely*. An emphatic "yes."

QUESTIONS AND EXERCISES

1. Summarize what these speakers say about accents in the United States.
2. Do you have trouble understanding accents? If so, which ones and why?
3. Do people say that you have an accent? If so, how would you describe it?
4. Of the speakers in Chapter 7 and this chapter, which one has the accent that is the hardest to understand?
5. In your daily life, which accent is the most difficult to understand?
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.

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FOOD



In this chapter, interviewees talk about their favorite foods and about cooking.

1. COOKING VACATIONS

WOMAN: Well, I have found that-that a very interesting way to learn about the culture of a country is to go to that country and spend time with-with the people who-who create the food that people eat in those places. And, um, there's, there're a lot of opportunities in all kinds of, all parts of the world these days to travel, to go to areas that

are sort out of the normal places that people, tourists go, um, but, uh, to go with small groups of people and meet chefs, meet home cooks, learn from them the things that are important to them in terms of how they cook, the traditions that they have, the kinds of ingredients that they use, and it really, really gives you, um, a real **eye-opening** lesson in what a real culture is like—very different from reading about it in a book or a magazine. (I) mean, the best thing would be to go and live in a place for a long time, but some of these sorts of experiences, you really get to meet people who are very passionate about the things that they do in their everyday life. And food is something that, I think, is worth having a great passion about.

INTERVIEWER: Where have you been on some of these cooking vacations?

WOMAN: Well, I've been a number of different places here in the United States. Um, (I've) been to New Mexico, for example, uh, California, uh, but I really have enjoyed traveling in Europe in a number of places where cooking and-and travel come together. I've been to Spain, I've been a couple of times to different places in France. Mostly I've been to different places in Italy, uh, and from the-the north to the south: Sicily, Puglia, Rome, Venice—various places like that, and each experience is really very different, and that's been something that-that I've, the education of learning about a country through its food is something I've found really fascinating. As Americans, I think we often have this impression that the food of a country is a single thing, defined by two or three sort of ingredients. We-we may think of Italian food, for example, as just spaghetti and meatballs, um, because that's kind of the way we were raised to think it's just one single thing. Well, it's not. It's the-the food of even of a country, which, Italy is not a very large country geographically,

but the diversity of its food and the-the-the ingredients that different parts of, cooks in different parts of the country rely on, is-is vastly different, and learning about those differences—whether it’s part of the country uses one kind of cheese, part of the country uses another kind of cheese, some parts of the country which are very rich in terms of having animals that they can use will have a lot of meat in the diet, other parts of the country that are, that are more impoverished don’t have so much meat in the diet, some parts of the country use tomatoes in almost everything that they cook, um, versus another region of the country that doesn’t—and just learning why the people in different parts of the country, um, use certain ingredients, don’t use other ingredients and-and the wonderful things that they can make out of the simplest combination of ingredients is-is what I’ve really enjoyed learning about.

Well, as an example of sort of the simplicity of cooking, um, when I was in Rome once and-and on one of these cooking tours, um, I learned about a very simple pasta dish, which has nothing more in it than, um, a can of tuna and a little bit of oil, garlic. Garlic is an important ingredient in Italian food, um, which adds spice and complexity. Um, all of these ing—, simple ingredients—the-the tuna, some chili, red chili flakes, um, and the garlic—are cooked very briefly just to warm them up. Then you cook pasta, um, a, something like a spaghetti or a linguini kind of pasta, and while the pasta is still warm, right out of the water, you add it to this warm mixture of tuna and oil and garlic and chili flakes, and then you add to that some, a-a fresh green, um, something sort of spicy or bitter like arugula, or what, uh, what the British call rocket—I never quite understood why they use that different term, but they do—and the heat of-of the sauce and the heat of the, of the hot, fresh cooked pasta sort of wilts the green vegetable and it all comes together in

just the simplest way. You add a little fresh lemon juice and that's it. It's just simplicity, but it's so simple that each of those ingredients in the dish contributes a special elegance and a special flavor to it, just all in itself. It's just wonderful—and quick and easy. But it-it reflects the, this desire that certainly the Italians have of using what's available to them, um, and emphasizing the individual ingredients, not clouding them with heavy sauces or things of that sort.

2. A WIDE RANGE

MAN: Good question. Uh, I like a wide range of foods from American to **Pakistinian**, Greek. Uh, I have a broad-broad taste when it comes to food. I don't do much, uh, unhealthy foods, though. I-I'm pretty serious about health, so I don't do too much fried foods and, um, I like to cook, so . . .

INTERVIEWER: So what-what's your favorite thing to cook? Can you, tell me about one of your favorite dishes?

MAN: Chicken.

INTERVIEWER: Chicken?

MAN: Yeah—there's no wrong way to cook it. There's so many things that you can do with it. But, um, I actually, uh, I like stewed chicken, you know, cut up onions, maybe some peas, carrots in the chicken. I like jasmine rice or yellow rice, chickpeas—oh, man—your-your broccoli, cheese sauce, things of that nature. Simple but, you know, real nice, healthy for you.

INTERVIEWER: What's your favorite ethnic food, other-other than food, uh, that's not an American dish?

MAN: My favorite. That's an interesting question, 'cause it's like comparing apples to oranges. I have several favorites, so it's **kinda** hard to pick.

INTERVIEWER: Pick one, any one.

MAN: One particular favorite. Ah. Tandoori chicken is one of my favorites, um, which is, uh, Pakistanian, Indian-style, and I like what they call samosas, uh. I have—**oh my gosh**, it's so much—I like curried okra. It's-it's so many different dishes, but I would say Indian dishes would be my favorite. Indian dishes. I would say the Tandoori chicken is probably one of my favorites or chicken masala.

INTERVIEWER: Are there any particular regional American foods that you like?

MAN: **C'mon**, hamburger and fries. You know, I do occasionally, you know, have my taste for junk food, so a **Fuddrucker** burger is not the worst thing to have. So occasionally I will **stop in**, I'll-I'll have a burger and-and some fries. That's-that's pretty much about it. I don't do too much other like junk kind of food, but that's-that's I guess about my-my favorite American dish.

3. MIDWESTERN COOKING

WOMAN: I love cooking, **I'm a big cook**.

INTERVIEWER: What kind, any type of food in particular?

WOMAN: No. I will, I like, whatever it is I like the taste of, then I want to learn how to do it. Um, I think, uh, it's a factor of growing up in the Midwest where in an, you know, Irish family where dinner consists of meat and potato. And seasoning is what, maybe salt and possibly

ketchup? Um, and I remember when I went to college and, uh, started tasting all these other foods, I was like, “Oh my gosh, I’ve been missing out all this time! This is terrific!” Um, so yeah, anything that isn’t bland, I’m a fan of.

4. NOODLES AND SAUSAGES

WOMAN: I-I like to eat a lot, so I-I have a broad range of what I like to eat. I, uh, I’m-I’m very fond of Taiwanese food, the food that I grew up with. I like, um, dumplings, I like spring rolls—the Taiwanese kind, not the fried American kind. I like lots of noodles, any noodle dishes that we have. Um, but ever since I was sixteen and went to France for the first time and stayed with a host family there, I’m a big fan of French food and Alsatian food in particular, so the Germanic heavy potatoes and sausage thing—I love sausages and potatoes, sauerkraut. I could eat that all day. Um, but pretty much I’ll eat anything you throw at me. I-I-I really enjoy eating. It’s one of the things that I, um, I love to do.



INTERVIEWER: Do you cook those things as well?

WOMAN: With limited success. It's always better if somebody else cooks it.

5. CAMEROONIAN CUISINE

MAN: I actually have a very simple, uh, approach to food. I know what I like and I don't try to deviate a lot from it. I like, once it has rice in it, I'm happy, you know, so, I love rice so you'll see me eating Chinese or rice cooked from the house or if I have to eat fast food, I eat **McDonald's**, you know. A lot of people consider it fast food and so that's good, but I-I like McDonald's so I eat McDonald's and, uh, I know I have a high metabolic rate so I'm not too worried about, uh, eating from McDonald's.

INTERVIEWER: Do you cook for yourself a lot or . . . ?

MAN: My wife cooks a lot. Uh, I cook on intervals, uh . . . When I cook, it's an entire ceremony because I like to wear my hat, like a chef, have an apron and then cook about three dishes and so it's, uh. She always loves it when I cook that—it's always usually a surprise, by the time she returns from work and the chef has **done his thing**, you know. But she cooks on a daily basis.

INTERVIEWER: What's your best or favorite dish you cook?

MAN: Rice and stew.

INTERVIEWER: Really?

MAN: Yes. And stew is like a tomato base with, uh, like add a chicken or beef or gizzard or . . . So that's what we call stew but you have to have tomatoes, uh. That's what I have in common with the Italians, is the tomato, yes, and, of course, rice. And then we have *fufu* and *eru*, which is

my traditional dish. Uh, a lot people in Cameroon, uh, love eating *fufu* and *eru*. It's very, very delicious. I just don't eat it on a regular basis as, uh, other people rather me do, you know. But, uh, I love *fufu* and *eru*, rice . . .

INTERVIEWER: What are in, what are in those dishes?

MAN: In *fufu* and *eru*? It's, um, it's a cassava-based, uh, substance. It's like, uh, I would compare the texture to mashed potato only a little denser, that's what a *fufu* is, so you usually eat it with your hands. And then the *eru* is a vegetable, um, they have to slice it in very thin, uh, layers and then cook it with spinach or water leaf, as we call it, and they use, uh, red oil. It's palm oil, not the-vegetable oil. And this oil you can get from international stores, uh, and then cook it with whatever else—snails or beef or chicken or anything. But with snails, it's even more delicious.

6. COOKING IN GUYANA

INTERVIEWER: Do you cook Guyanese?

WOMAN: Yeah, mostly, yeah. . . . We are, we are, uh, in fact, sometimes we even call Guyana West Indian, I guess because of the British, um, influence. We speak English; we consider ourselves part of the West Indian culture, and that's what I cook mostly. In fact, that's what I, that's what we cook, West Indian food, mostly.

INTERVIEWER: So what-what are the main dishes that you cook?

WOMAN: Well, we have a thing called *pelau*, which is rice and chicken and pigeon peas. Uh, you-you cook that all up together and-and that's a main meal—you just have that with a salad.

INTERVIEWER: Uh-huh.

WOMAN: Then we have a Guyanese meal that you call pepper pot, which is all different kinds of meat together and you put in it something that we call *cassareep*, which is, um, the, you-you put the cassava out to dry and then you squeeze it.

INTERVIEWER: Uh-hmm.

WOMAN: Uh, and they make, the juice of that is called *cassareep*, if you leave it to ferment for a—I'm not sure how long but for a while—and that's what you use, and you put that in it and it, and it turns brown so it's a very, very brown meat, and you eat that with white rice or whatever. And, of course, you must have your fried plantains, ripe plantains, you must have fried ripe plantains. And curry is another one of our-our, um, our-our dishes, um, and you eat that with either rice or with, uh, something that we call *roti*, which looks like a, something like a pita bread, but just-just a little different but just like a pita bread.

7. FOOD PHASES

WOMAN: In general? Um, I'm not very picky with food. I basically like everything. Um, I'm not a big meat eater but, uh, other than that, I eat pretty much everything. I, uh, I go through phases. Sometimes I-I'm into Italian food, and then I go through a phase when I'm really like into Thai food or—I like Asian cuisine a lot. And I also like, like the Southwest food, like, um, Austin is a great place for food, um, because they have that **Tex-Mex** food, but it's very good. They have just wonderful, wonderful Mexican restaurants in Austin. And I also like, like, uh, I lived in Arizona for a few years when I went in gra—

when-when I was in grad school, and they have this, they call it this **Southwest fusion** cu-cuisine and it's just very, very sophisticated. It has aspects of just traditional **Southwest** food but kind of very innovative and very sophisticated and beautifully presented and I like that, too.

INTERVIEWER: How is food in-in general in America different from what you grew up with?

WOMAN: Well, um, I think that one of the things that I like about food in Spain is that it, uh, it incorporates a lot of fresh elements, so, you know, you have some dishes in Spain that are very elaborate, but like everyday food is actually very simple but, uh, people eat a lot of fresh fish, uh, you know, fresh vegetables, fresh fruits, and that's, eh, I think that's a nice thing about Spanish food. Like every day, what people eat at their houses, not necessarily what you eat when you go to a restaurant.

DEFINITIONS

'cause: Short for *because*.

c'mon: Common pronunciation of *come on*.

done his thing: To complete a job or task.

eye-opening: Suddenly enlightening or educational, or enlightening or educational in a way that significantly adds to or contradicts previously held concepts of knowledge.

Fuddrucker: An American fast-food chain.

I'm a big cook: *Big* in this sense means "enthusiastic."

kinda: Kind of.

McDonald's: An American fast-food chain.

Midwestern: Refers to the central portion of the United States.

oh my gosh: Common exclamation.

Pakistinian: Usually *Pakistani*; of or pertaining to Pakistan.

Southwest: Refers to the southwestern portion of the United States—often Arizona, New Mexico, and Texas.

Southwest fusion: Combination of the foods typically found in the southwestern portion of the United States.

stop in: To go to or patronize a business.

Tex-Mex: A combination of Texan and Mexican used in reference to a type of cuisine.

QUESTIONS AND EXERCISES

1. What kind of foods do these speakers like?
2. Which of these foods have you tried?
3. What's your favorite kind of food and why? What kind of food do you not like and why?
4. What role does food play in your life? Is it important?
5. Write the recipe for a dish that you cook.
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.

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SPORTS



In this chapter, interviewees talk about the role of sports in their lives.

1. MINOR LEAGUE BASEBALL

MAN: Um, I don't follow professional sports very much. I would much rather do just about any sport than watch just about any sport. Although last year I started going to, uh, **minor league** baseball games here in Frederick, the Frederick Keys. They're a, they're a **farm team** for the Baltimore Orioles and the stadium is-is very close

by here, it's very inexpensive and you can sit right-right up close next to the action. It's-it's a very, very relaxed atmosphere.

WOMAN: It's great.

MAN: Yeah, it's a lot of fun—lot of fun.

WOMAN: He got me addicted enough that I actually now go see the Iowa Cubs when I'm in Iowa in the summer, and I call him at night and I, we talk about minor league baseball. It's great.

MAN: Yeah. I have a-a friend who's a hard-core sports fan—just about any kind of sport but especially baseball—and he's gotten me into doing the **box scores**, you know, and keeping track of the whole thing, and I've-I've sent him copies so that he can critique them and tell me how to do better next season.

2. SECOND BASEMAN

MAN: When I was a kid, I, uh, I, uh, um, I was essentially asthmatic, um, very **asthmatic**. I-I met a guy named Steve Wheaton—I think he was two-two years older when, when, me, than when I, when I was eight, he was ten—and he, we played baseball and, um, baseball became my life. Baseball still is ex—, uh, I, um, it, I was extremely good at baseball, uh, I still, uh, I shouldn't say I-I am, uh, now, of course, but I-I-I was even, uh, some **Detroit Tiger**, uh, **scout** was scouting a guy that, you know, poetically, uh, was on the same team I was at Providence College in, uh, um. I only found out through my brother—I was playing against this guy and-and, uh, I only found out from my brother, from the-the-the coach that-that Detroit Tiger fan, uh, scout, said, "That guy out there can do every-

thing, but that guy is much too small.” But that was all, I-I but-but that’s how, I-I-I-I was good. And I loved it. I loved it, I loved it. I dropped it in college while ba-basically, um, I would say I was, I had a-a scholarship I had to keep. You lose, uh, sports is something that, um, sports, it can be all, it has to be all consuming. If you want to be a pro at baseball, if you want to be a pro at anything, and you guys may know this, if you want, you have to totally devote yourself. It’s, a-a-a-a major league baseball player, they-they say athletes are dumb. They-they may not necessarily be dumb, but a lot, almost everything they have, if you want to make it to the pros, you’ve got to be 110 percent devoted. If you’re not, you’re not **gonna** make it.

INTERVIEWER: What position did you play?

MAN: Second base.

INTERVIEWER: Why?

MAN: Second, um, second base because, uh, um, I didn’t have the arm. Later w-went to shortstop—certainly didn’t have the arm for the outfield. I was quick. I-I did have the arm from second base to-to first base in double play, and-and I could cover the ground there, and-and usually, uh, the second baseman hits, traditionally, the, one of the-the-the shorter guys and-and usually a hot-head. And-and I was.

You know, you know, uh, it’s the old **McLuhan thing**. I-I-I almost do prefer the radio.

INTERVIEWER: Why?

MAN: Because-because you have to put more of yourself into it. You have to, you have to, uh, provide—you have to provide, you’ve been there, you have to provide the surroundings, plus I-I believe the radio announcers are, well, television, they-they are, well, it’s a, it’s a, television, look, it’s a hot medium so, uh, they are more **laid back** about

it. I mean, uh, uh, so it **winds up**: “The pitch,” “Strike.” Well. But-but in the radio, you got, you know, this, this, this, and this **'cause** they **gotta** keep—and they’re good—they gotta keep it going. And, so I do f—, actually, a lot of times when the television is on, I will have the radio, um, with, uh, the-the-the sound off.

3. FOOTBALL TRYOUTS

MAN: I think it’s gonna be kind of intimidating, seeing that, um, there’s gonna be a lot of people there probably bigger than me, probably stronger than me, but I’m just gonna have to prove it, that I’m worth it for the team.

INTERVIEWER: Do you know what the routine is for **open tryouts**? Do they tell you what drills you’re gonna have to do—what exercises—what you’re gonna have to demonstrate?

MAN: Uh, I don’t know at this point. I’m just hoping to go on luck right now. Um, hoping that they just give me some drills that I can actually just pass and hopefully make the **first cut**. And from there, we’ll, I’ll figure out where to go.

INTERVIEWER: Are you doing your own conditioning and training program to prepare for that?

MAN: Um, I’m using the tire shop mostly, as my conditioning. I lift the tires, try to build up my arms. Um, I’m constantly walking around fast, to keep my cardio up. Um, I ch—, I try to eat a lot of protein so I can keep my muscles strong—stuff like that.

INTERVIEWER: And, uh, and the wallyball?

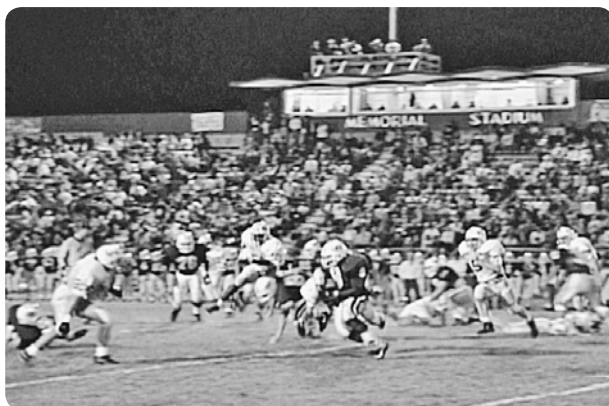
MAN: Wallyball, yeah. It’s mostly cardio and more physical, I guess you can say. And I do that every Thursday night.

4. WATCHING SPORTS

STUDENT: Yeah, I really like watching sports, uh, with my dad especially 'cause he's kind of a character and, um, it's kind of weird 'cause I-I probably watch more sports with my dad than my brother does, which isn't very normal. But, uh, we like to watch basketball. Right now, **March Madness**. Kind of excited 'cause I had Georgetown going pretty far, and, um, we-we shout and, uh, we get excited, and it's-it's really fun. We also watch football, always root for Penn State 'cause that's where my dad went, and last year they had a really good year, so that was fun. Um, sometimes we watch some crazy things, like, we watched rugby, we watch golf, which is actually more interesting than I would imagine but not interesting enough to watch the whole thing.

INTERVIEWER: Why do you say it's more interesting than one would imagine?

STUDENT: Well, golf is typically assumed to be a boring sport, just someone hitting the ball and it goes into the hole somewhere, hopefully, if they're any good. But it's more interesting now 'cause of Tiger Woods, and he's



kind of a **big deal**, and we like to see him win just 'cause it's more interesting when he does. Um, yeah, usually we watch the **eighteenth hole**.

INTERVIEWER: The eighteenth hole?

STUDENT: Yeah, that's pretty much it. My dad, we'll, we, uh, my dad has that complex where you have to switch around the channels all the time so, uh, we'll-we'll go back and forth but we'll-we'll really watch the eighteenth hole.

INTERVIEWER: Are there any non-American sports that you like?

STUDENT: Uh, soccer. Uh, World Cup, that was really fun. Um, that's really international. And then the Olympics—actually, I don't know, I really like other things more than the Olympics, but everyone plays there. Uh, rugby is international.

5. HOCKEY

WOMAN: Uh, I used to, I used to have season tickets with my dad, and I used to go to minor league hockey also with my dad when I was in Montreal. It's a lot harder to follow here, and since we work mostly nights, then never, can never watch the games so it's—I do, I do miss hockey.

INTERVIEWER: Did you play as you were coming up?

WOMAN: Yes. Yes. Oh, that was fun. That's actually a good story. Uh, I've always loved, you know, ice-skating. From the minute I could stand up, my dad bought me ice skates, of course, you know. And by the age of, like, four, uh, five or six, you know, I don't know if they have, like, girl hockey in the United States, but in Canada, you have, like, girl teams and guy teams, but the girl teams, the, it's—it's not a real hockey stick, it's just a stick with a ring, and

basically you just, like, put the stick, you know, inside the ring and that's how you drag it on the ice, so it's not real hockey. It's weird. And basically, that's girl hockey, and I did not like that so after a couple of weeks of, like, playing that when I was five, I got really upset and I was, like, "Dad, I want to play with the guys. This is not hockey!" So my dad actually was able to, like, you know, put me in the, in the real hockey team with all the boys, and, you know, when you're five, it's OK, but by the time I was eight, some of the coaches and other boys and parents had issues about having, like, a girl in the locker room, so that's when I stopped playing hockey. But I did play real hockey for a couple of years as a kid. It was great.

6. A COMMON GROUND

MAN: I like to play 'em. I don't like to watch 'em too much, except for the playoff times but actually, I'm pretty athletic, uh.

INTERVIEWER: So what sports do you play?

MAN: Basketball, football, soccer, baseball—several of 'em, quite a few, quite a few sports.

INTERVIEWER: Are you in leagues or [do you just] pick up games or . . . ?

MAN: [I used to be,] I used to be, I used to play, um, high school ball, uh, played league balls around the community, um, street teams, uh, quite a bit of, a lot of trophies, medals through my youth, real athletic. I was a **PAL** boxing team. Uh, we train the children in self-defense also, which is, um, an important thing, try to teach them mental and physical discipline, so, yeah, I'm into sports. I-I like sports, yeah.

INTERVIEWER: What was your favorite sport?

MAN: Handball.

INTERVIEWER: Oh yeah?

MAN: Yeah.

INTERVIEWER: Why?

MAN: Oh man, what can't I say about handball? It's just a beautiful sport. It's hand-and-eye coordination, you, it builds and develops reflex, strength. It's-it's as good as swimming as far as, uh, muscle workout, you work out every muscle in the body. It's just, it's just an overall great sport.

INTERVIEWER: Uh, so you say you participate more than, you like to participate more than you like to watch. When you do watch, what sports do you like to watch?

MAN: I like to watch Ultimate Fighting Championships. I like basketball and-and football, and I tend to, I tend to watch those during playoffs and, but I will watch soccer. Soccer is something that, if I'm passing it, I-I kind of stop 'cause you have to admire the shape that these guys are in. We're talking about a field that's greater than the length of a football field. They're running forty-five minutes at a time, long periods before a break—the endurance involved in it is just incredible—so I like a good soccer game, and the fact that it's worldwide, it's not limited to any one particular region, so it crosses a lot of boundaries and-and it takes away, uh, a lot of the walls that are between people, you know, and-and it gives people a common ground. And that's one of the beauties of, beautiful things about sports, um, that it takes away the race barriers, it takes away a lot of the language barriers. It's just down to fundamental teamwork. You know the language of the game, you get there, and you do it. Every-

body does their part, everybody doesn't have to score, everybody doesn't have to be the guy who runs the whole length of the game. You know, you just do your part. You might be the guy that just picks up for that superstar who gets tired. You give him a break so he can continue to be a superstar, the support team.

7. BASEBALL STRATEGY

MAN: To the casual observer, it takes forever and nothing really happens and it's not very interesting. Uh, but if you follow it and you kind of pay attention to the strategy that's going on, then it's an interesting mix of, uh, athleticism and that ability, but also, this mind game. And at its peak, you can sit there either watching the TV or watching a, at the game, and you can watch the mind game between the pitcher and the batter. Uh, we used to watch, and this is when—I laugh because this is when I knew my wife really had been totally hooked—when, uh, last year when Daryle Ward was, uh, playing first base a little bit with the **Nationals** and he was a, he was a batter that **fouled off** a lot of ba—, a lot of pitches, and you would just, you could, it was like watching a soap opera just for that **at bat**. You know, where the, what the pitch was gonna be, and he would **fight it off** and he'd kind of **stare down** the pitcher a little bit, and the pitcher would stare him down a little bit. It was just this great **mind game** that plays out in turns rather than all at once, so it kind of gives you that chance to sit back and watch it all unfold, um, rather than other sports like football or basketball that it's all kind of a **rush** and it happens right there. Uh, maybe I'd understand the strategy more if I knew more about those sports, but, uh, but that's what I love about baseball.

Uh, there's also this whole world of baseball, of the statistics, and people track this stuff and baseball is really known for, uh, for people being crazy with tracking all these **stats**. Uh, and, which actually, I, in a, in a kind of dumb way, and I can't believe I'm telling you this, but ties in a little with the Grateful Dead thing because people, you know, a lot of **Deadheads** will keep stats, you know, how many times you saw what song or what concert at, where, you know, what venue, and things like that, uh, and I remember meeting a guy at a show at Shoreline Amphitheatre in, uh, California, and he was, after the concert, and he was—we were sharing a hotel room and after the concert—he was noting down his little stats and I-I thought it was the funniest thing, because I did the same thing, but I had never realized other people did that. And I realized from talking, and from talking to him, we realized that we both also had this love of baseball and the statistics, uh, and he was a business statistics major, and we got into this whole conversation. And it was right at the time where I was switching from history to, uh, or from geoscience to history, and it kind of planted the seed of, uh, of-of using some of these same interests in a different setting.

The end, the end of the game, which is why I never understood people that leave in the seventh **inning**, 'cause that's, you know, it all builds up to, you know, unless they, unless it's twelve to one in the fifth inning and then it's **kinda** done but, uh, it-it all builds up to the strategy at the end, you know, towards the end, uh, and it-it, that-that's the best part. And I like sitting where you can see—I like now sitting behind home plate. My tickets are behind home plate but up. Uh, I like sitting behind so you can really see where the pitch is, um, and that's important. If you're sitting like out in the outfield, I think that's one reason why, you know, if you're kind of a casual fan and you get sort of the not, you know, the-the

cheaper seats, uh, you can't really see so much of the stuff that **colors the game**, which is why I think sitting, you know, **dead center** at **RFK** is less exciting.

INTERVIEWER: Uh, if you could play, what position would you play and why?

MAN: If I could play. Uh, we used to play a game, one of, friend at work had a thing where if you could, during the Olympics, they would ask that, like, you know, if you could do any one sport in this, in the Olympics, you know, which would it be? Um, and I think I decided on, I think he had decided on moguls. I had decided on something else, I forget what. It was a skiing event, though. Uh, in baseball, if I could do one thing and why, uh, as a kid, I wanted to be a **pitcher**. And why, I don't know but it-it's just such a crazy, ridiculous thing to do or be good at, to take this little thing and make it move in unpredictable ways to try to get it past some other guy. Uh, it-it's, that's a, that's another aspect of baseball that I just think is-is so bizarre. Um, you know, the ball is so small and it just, you know, to throw it ninety feet and have it do these crazy things and have some guy with a bat trying to hit it is just such a bizarre thing, uh, and then something that, uh, some, you know, in a sport where, if you succeed slightly more than a quarter of the time, you're really good, is just, uh, I love that.

DEFINITIONS

asthmatic: Suffering from asthma, a respiratory ailment characterized by wheezing and difficulty breathing due to inflammation and constriction of air passages in the lungs.

at bat: When a baseball player stands ready to receive a pitch from the opposing pitcher.

big deal: A special or noteworthy event or occurrence.

box scores: In baseball, a play-by-play record of the progress of the game from inning to inning.

'cause: Short for *because*.

colors the game: To have an effect on the progress or various aspects of the game.

dead center: The exact middle of something.

Deadheads: Nickname for the fans of the band the Grateful Dead.

Detroit Tiger: A member of the professional baseball team the Detroit Tigers.

eighteenth hole: The last hole of a standard round of golf.

'em: Short for *them*.

farm team: In sports, a minor league or semiprofessional team that is used by a major league or professional team to develop its future players.

fight it off: In baseball, refers to the batter's effort to prevent being struck out or making an out in his confrontation with the pitcher.

first cut: A term commonly used in sports in the process of selecting team members that refers to the first round of eliminating those players who are not good enough, who are undesirable, or who do not meet the criteria to become a member of a team.

fouled off: A phrase used in baseball when the batter hits a pitch but the ball does not land in the "fair" part of the playing field.

gonna: Going to.

gotta: Common verbal utterance of *got to*, which means the same as *have to*.

inning: An interval of play in the game of baseball. A regulation game consists of nine innings.

kinda: Kind of.

laid back: An informal expression that means “relaxed or casual.”

March Madness: In American collegiate basketball, a term that refers to the postseason NCAA tournament process that involves sixty-four teams. It usually takes place at the end of March or in early April.

McLuhan thing: A reference to Marshall McLuhan, a Canadian educator, philosopher, scholar, and communications theorist probably most well-known for his statement “The medium is the message.”

mind game: Slang for the psychological competition that takes place between competitors.

minor league: In American sports, the level of teams below the major professional leagues. These minor leagues often serve as training and development venues for future major league players.

Nationals: Professional baseball club in the Washington, D.C., area.

open tryouts: Athletic auditions or a recruitment process in which prospective players are tested and display their skills in hopes of being selected to become members of a team. In open tryouts anyone can try out for the team in question, not just players who have been recruited by the team.

PAL: Police Athletic League.

pitcher: A position in baseball; the player who throws the ball to the batter.

RFK (Robert Fitzgerald Kennedy Memorial Stadium): A sports stadium in Washington, D.C., named for the former attorney general of the United States.

rush: A sense or feeling of excitement.

scout: In this context, an employee for a professional sports team whose job is to observe and assess the talent of players who might be recruited to play for the team.

stare down: To look at someone very intently for the purpose of trying to intimidate him or her.

stats: Short for *statistics*. Used in sports to refer to numerical data collected about players, teams, games, and things related to a particular sport.

tryouts: Athletic auditions or recruitment process in which prospective players are tested and display their skills in hopes of being selected to become members of a team.

winds up (wind up): In baseball, the motion that a pitcher goes through in preparation to make a pitch to a batter.

QUESTIONS AND EXERCISES

1. List the sports that these speakers watch and play and explain why they like them.
2. Compare the role of sports in the United States with their role in other countries.
3. Which sports do you like to play or watch and why?
4. Explain the rules of a sport that you play or watch.
5. Which sport would you like to try and why?
6. Identify three words or phrases in this chapter that are new to you, and write a sentence with each one.