

# Answer Key

## 1: Taking Off: A First Look at Culture (pages 1–26)

### I. Who Studies Culture? (page 4)

#### A. (page 4)

anthropologists; anthropology

#### B. (page 4)

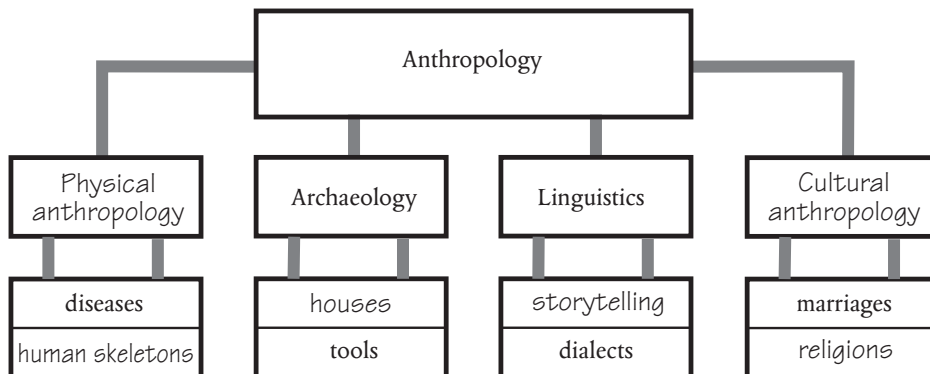
There is one extra definition in the student textbook: i (intelligent).

1. e 2. c 3. f 4. d 5. h 6. b 7. g 8. a

#### D. (page 6)

1. cultural anthropologists
2. ethnographer
3. linguist
4. logos
5. archaeologist
6. biological anthropology

#### E. (page 6)



## II. Different Views of Learning Culture (page 7)

### A. (page 7)

Answers will vary.

### B. (page 8)

Some of these items may fall into both categories. Discussion of products versus practices can be discussed.

art (C)	family (c)	communication (c)	music (C)
money (C or c)	politics (C)	education (c)	food (c)
television (C)	sports (c)	history (C)	literature (C)
movies (C)	gestures (c)	holidays (c)	proverbs/idioms (C or c)
houses (C or c)	cooking (c)	language (c)	clothing (C or c)

## III. Generalizations and Stereotypes (page 8)

### A. (page 8)

Answers will vary; the greater the total number of adjectives, the more effective the exercise.

### B. (page 8)

#### *The Blind Men and the Elephant*

Six blind men and a young boy went into a forest to find an elephant. Obviously, none of the blind men had ever seen one, but they wanted to find out what an elephant was like. They did not really know what to expect. The young child directed the men to where an elephant was standing.

The first man ran into the side of the elephant and said, "An elephant is like a wall."

The second man felt the tusk of the elephant and said, "This elephant is like a spear."

The third man touched the trunk of the elephant with his hands and said, "The elephant is like a snake."

The fourth man rubbed the elephant's ear and said, "This elephant is like a fan."

The fifth man reached out his hand and felt the elephant's knee and said, "It's like a tree."

The sixth man grabbed onto its tail and said, "This elephant is a rope."

Each of the blind men believed that his judgment was correct. In fact, the men argued for years, each man insisting that his personal opinion was the right one.

### C. (page 9)

The message is that it is important to look at a culture from different points of view; it's impossible to fully understand someone by first impressions, by only looking at individual parts, etc.

**D. (page 9)**

Answers will vary. This activity prepares the students for the dangers of stereotyping.

**E./F. (pages 9–10)**

Answers will vary. Asking the students these questions about their statements may lead to a fruitful discussion.

- How do you know this?
- Who told you this?
- Where did you find this out?

**G. (page 11)**

1. stereotype—a belief about someone that is not always based on facts
2. fact—a statement about someone or something that can usually be measured

**H. (page 11)**

1. S
2. F
3. F
4. S
5. S
6. F

7. F (this last sentence shows students that facts do not always have to be statistics)

**I. (page 11)**

No, it's more of a general statement because of the word many.

**J. (page 12)**

Answers will vary, but encourage students to use different qualifiers.

**K. (page 13)**

Answers may vary but could include:

1. short
2. shy, quiet, timid
3. open
4. unhelpful
5. passive
6. dependent
7. loud
8. lazy

**L. (page 14)**

Answers will vary.

#### **IV. How to Talk about Culture (page 14)**

##### **B. (page 15)**

Phrases that express opinion:

I think

I thought

The point I'm making is

if you ask me

Phrases that express agreement:

I couldn't agree more

You can say that again!

Phrases that express disagreement

You both have a right to your opinion but if you ask me

You could be right, but don't you think

Are you kidding?

I respect your opinion, maybe

"Are you kidding?" is the most direct and should only be used in informal contexts.

##### **C. (page 16)**

Answers will vary slightly. Explain that the expressions may be more or less direct in certain contexts.

##### **D. (page 16)**

Answers will vary, but encourage students to experiment with different expressions.

##### **E. (page 16)**

Answers will vary.

#### **V. Values Application (page 17)**

##### **A. (page 17)**

1. g 2. d 3. a 4. f 5. c 6. e 7. h 8. b 9. l 10. k 11. i 12. j

**B. (page 19)**

	<b>Noun (person)</b>	<b>Noun (thing)</b>	<b>Verb</b>	<b>Adjective</b>	<b>Adverb</b>
individualism		✓			
cooperation		✓			
directly					✓
informal				✓	
equality		✓			
tradition		✓			
competitor	✓				
materialism		✓			
practicality		✓			
efficiency		✓			
private				✓	
progress		✓	✓		
formally					✓

**C. (page 20)**

1. competition
2. materialism
3. informal, direct
4. cooperative
5. progressive
6. formal
7. individualism, practicality

**D. (page 21)**

1. b   2. e   3. e   4. d   5. a, b   6. b   7. b   8. c, e   9. c   10. c   11. e, d   12. b

**E. (page 22)**

<b>Factors Affecting Culture</b>	<b>Your Country</b>	<b>United States</b>	<b>Value(s)</b>
Geographical Location		Surrounded by two large oceans and only two other countries	
Size		3,536,278 square miles	
Foundation of the Government		No controlling kings, churches, etc.; people elect representatives	
When Country Was Founded		1776	
Religious Background		People (Protestants) escaping persecution in Europe	

**G. (page 25)**

Definition: judge

Language Clues: parentheses

**H. (page 26)**

<b>Word</b>	<b>Language/Punctuation Clue</b>	<b>Definition</b>
comprises	commas	makes up
tyranny	Verb to be	control with complete power
conflicts	commas	struggles
denominations	Example (such as, for example, etc.)	such as Presbyterian, Baptist, Methodist, Lutheran, etc.
dominates	commas	controls
flux	parentheses	change

## I. (page 26)

<b>Factors Affecting Culture</b>	<b>Your Country</b>	<b>United States</b>	<b>Value(s)</b>
Geographical Location			<p>competition (one of only three countries on the continent)</p> <p>privacy (not directly affected by many other countries and borders)</p>
Size			<p>materialism (used to wide open spaces and many unlimited resources—think of the cost of utilities in the U.S. compared to other countries)</p>
Foundation of the Government			<p>individualism (more influence from individuals than a single governing unit)</p>
When Country Was Founded			<p>progress (strong belief in quick progress due to what has already happened in the last 200 years)</p>
Religious Background			<p>individualism (make more of one's own choices)</p> <p>self-reliance (forced to survive when first arrived to country)</p>

## 2: Speaking Out: How Americans Communicate (page 27–50)

### Vocabulary Development (page 29)

gesture	●○	compliment	●○○
communication	○○○●○	greeting	●○
aware	○●	encounter	○●○
interaction	○○●○	facial	●○
introduction	○○●○	expression	○●○
proxemics	○●○	universal	○○●○
integrity	○●○○	extrovert	●○○
reveal	○●	cluster	●○
consultant	○●○	interpret	○●○
occupation	○○●○	professional	○●○○
constant	●○	focus	●○
financial	○●○	contact	●○
feature	●○	environment	○●○○
physical	●○○	significant	○●○○

### I. Introductions and Other Encounters (page 30)

#### A. (page 30)

1. Mr. Johnson
2. President Geiss
3. John, Johnny
4. Dr. Pickering/Professor Pickering
5. Robert (mention nicknames: Bob, Rob, Robbie, etc.)
6. Senator Boldt

#### B. (page 31)

- 4, 1, 2, 3

**C. (pages 32–33)**

Answers will vary. Consider that the type of greeting also depends on how long it has been since the participants have seen each other (i.e., on a daily basis, friends do not hug).

<b>Relationship</b>	<b>Proxemics (the space between people)</b>	<b>Greeting (what do they do, what do they say)</b>	<b>Eye Contact</b>
You and your boss			
<i>American</i> <i>Your country</i>	About 3 feet or more Answers will vary	"Hello," "Good morning" Smile, nod.; Answers will vary	Direct Answers will vary.
You and a government leader)			
<i>American</i> <i>Your country</i>	3 feet or more Answers will vary	"Hello," "It's an honor to meet you"; handshake Answers will vary	Direct Answers will vary
You and Your Best Friend			
<i>American</i> <i>Your country</i>	Less than 3 feet Answers will vary	"Hi." ; maybe a hug Answers will vary.	Direct Answers will vary.

**D. (page 34)**

1. Not much.
2. Alright. You?
3. Fine, thanks. And you?

**E. (page 34)**

Answers will vary.

1. Night-night.  
Good night.
2. Good-bye . . . and I hope to hear from you soon.
3. Good afternoon, Professor / Dr. \_\_\_\_\_. Do you have a minute?
4. Bye (or Good-bye) Ms. / Mr. / Mrs. \_\_\_\_\_. See you tomorrow.
5. Hi there! Hey, how you doing? Hi!

**II. American Conversation (page 35)****A. (page 35)**

1. c
2. c
3. No
4. They went to the same high school for a little while.
5. Answers will vary. Small talk topics are usually light and somewhat superficial.

**B./C. (page 36)**

Answers will vary.

**Acceptable Topics**

1. weather
2. occupation
3. taste/preferences
4. compliments
5. place of origin

**Unacceptable Topics**

1. religion
2. politics
3. age
4. money (income, price of possessions)

**D. (page 38)**

Answers will vary. Remember to consider the relationship between the participants. Some possibilities are:

Where are you from?

What do you do?

What are you studying?

It's really cold / hot here, isn't it?

Did you watch the baseball / basketball / etc. game last night?

**E. (page 38)**

1. U
2. A
3. U
4. U

**F. (page 38)**

Refer back to the reading on pages 36–37.

“price of possessions are also personal matters and should not be used”

“in general people must not ask others directly about their personal religious practices during small talk”

“Questions about one’s preferences or tastes could also be asked.”

“Must not” expresses something that is prohibited. “Should” expresses advice, while “could” expresses something that is possible, like a suggestion.

**G. (page 39)**

Answers will vary.

**H. (page 39)**

1. A common English class; acceptable
2. She’s not responding to him.
3. She should have answered his questions with more than one word, and she should have asked him some questions, too.

**I. (page 40)**

Some possible answers include:

*John:* Hi! You’re in English 406 with Dr. McGorman, aren’t you?

*Amy:* Yeah. She’s really a great professor; I love that class.

*John:* I do too. Do you like that novel we’re reading now?

*Amy:* Not really. I like modern British literature much better.

*John:* British literature is my specialization. Are you an English major?

*Amy:* Yes. I’m specializing in British and Irish poetry.

*John:* That sounds really interesting. How long have you been at Morton College?

*Amy:* Two years. I transferred here from Illinois State University.

### III. Nonverbal Communication (page 40)

#### A. (pages 40–41)

1. A person is ALWAYS communicating with her body, even if she is not talking.
2. Facial expressions, posture, gestures, etc.
3. Body language provides clues to how someone is feeling; it helps you understand what they are thinking.

#### B. (page 41)

Answers will vary—nonverbal communication

#### C. (page 43)

Answers will vary. Some possibilities include: “actions speak louder than words”, body moves, what body language means.

#### D. (page 43)

1. This can help you both personally and professionally.
2. 3.5 feet to the front, 18 inches to the back, 6 inches to each side
3. It means they’re beginning to trust you.
4. open and closed

#### E. (page 44)

1. consultant
2. gab
3. cluster
4. pick up
5. close the sale
6. pupil
7. integrity
8. reveal

#### F. (page 45)

Answers may vary but could include:

1. If a person licks his lips, he might be nervous.
2. If a person bites her lips, she might be blaming herself for something.
3. If a person taps his foot, he could be nervous, impatient, or annoyed.
4. If a person tilts her head to one side, she may be listening closely.
5. If a person looks at you sideways, he might mistrust you.
6. If a person puts her hands behind her back, she may be uncomfortable or defensive or afraid of what she might reveal.

**G. (page 45)**

Answers will vary.

**H. (page 46)**

Answers will vary.

**I. (page 47)**

1. g 2. d 3. f 4. h 5. c 6. e 7. b 8. a

**J. (page 48)**

“Keep your chin up” means to keep going, don’t let anything get you down.

Answers will vary.

**K. (page 48)**

1. i 2. d 3. k 4. l 5. j 6. c 7. g 8. f 9. a 10. e 11. h 12. b

**L. (page 49)**

1. bends over backward
2. by heart
3. put our heads together
4. sight for sore eyes
5. pay through the nose
6. tongue-tied
7. eyesore
8. butterflies in my stomach
9. see eye to eye
10. foot the bill
11. gets on my nerves
12. give me a hand

**M. (page 49)**

Answers will vary.

**IV. Values Application (page 50)**

2. equality, cooperation
3. informality
4. privacy
5. directness

### 3: Working Out: Sports and Fitness in the United States (pages 51–74)

#### Opening Activity (page 52)

1. d 2. j 3. a 4. c 5. f 6. e 7. b 8. i 9. h 10. g

#### Vocabulary Development (pages 54–55)

##### A. (page 55)

Answers will vary, some possibilities include

cooperation/colleague

ethnic

extrovert

interaction

preview

review

unacceptable

##### B. (pages 55–56)

superficial

anthropologist

behavior

awareness

cultural

favorably

generalize

institution

unacceptable

integrate

acquaintance

distinctive

collectively

ethnocentrism

chronology

relationship

judgment

directness

memorize

truthful

Noun Suffixes	Verb Suffixes
-ance, -ship, -ist, -ment, -ior, -tion, -ness, -ism, -ogy	-ize, -ate
Adjective Suffixes	Adverb Suffixes
-ial -ive, -able, -al, -ful	-ly

## I. Popular Sports in the United States (page 57)

### A. (page 57)

	Noun	Verb	Adjective	Adverb
incredible				
1. <i>incredible</i> athlete			X	
2. <i>incredibly</i> popular				X
annual				
3. <i>annual</i> salary			X	
4. published <i>annually</i>				X
protect				
5. police <i>protection</i>	X			
6. <i>protective</i> clothing			X	
nation				
7. <i>national</i> organization			X	
8. <i>nationally</i> recognized				X
contribution				
9. <i>contribute</i> to charity		X		
10. major <i>contributor</i>	X			
require				
11. certain <i>required</i> courses			X	
12. a daily <i>requirement</i>	X			
professional				
13. <i>professional</i> career			X	
14. played soccer <i>professionally</i>				X

### B. (page 58)

Answers will vary.

**C. (page 61)**

Answers will vary. Encourage students to go back to this chart after reading the text.

<b>Baseball</b>	<b>American Football</b>	<b>Basketball</b>
ball park	Superbowl	March Madness
April to October	bowl games	Final Four
Little League	Eleven players	court
pinch hitter	New Year's Day	NBA
World Series	NFL	net
strike out	touchdown	
home run	tackle	
	end zone	

**D. (page 62)**

1. play
2. go
3. plays
4. go
5. play
6. go
7. go
8. go
9. play

**E. (pages 62–63)**

1. huddle, 6, c
2. kick-off, 5, g
3. slam dunk, 3, e
4. to bat a thousand, 1, a
5. to throw a curveball, 2, f
6. to step up to the plate, 8, d
7. in the big leagues, 4, h
8. take a timeout, 7, b

**F. (page 65)**

Answers will vary.

**G. (pages 65–66)**

Answers will vary.

## II. History of Extreme Sports (page 67)

### A. (page 67)

- b
- Today I'll talk about the history of extreme sports and some important events in their development.

### B. (page 67)

- At that time there were nine different categories.
- Two years after the first Summer X Games, the first Winter X Games took place in California in 1997.

### C. (page 68)

1. f 2. c 3. i 4. a 5. e 6. d 7. b 8. g 9. m 10. j 11. k 12. h 13. l

### E. (page 69)

tailgating	Description: Gathering before a sporting event to eat, drink and socialize When did it start? 1869 Where did it start? New Jersey Who started it? Students at the football game between Rutgers and Princeton
American football	Description: game based on rugby When did it start? 1879 Where did it start? Yale University, Connecticut Who started it? Walter Camp, player and coach at Yale University
cheerleading	Description: recreational activity/sport involving organized routines with dance and gymnastics to encourage crowds to cheer on sports teams When did it start? 1884 Where did it start? Princeton and then in 1889 at the University of Minnesota Who started it? Thomas Peebles
NASCAR	Description: National Association for Stock Car Auto Racing When did it start? February 1948 Where did it start? Charlotte, North Carolina Who started it? Bill France.
March Madness	Description: annual tournament of college basketball teams When did it start? 1930s Where did it start? Illinois (originally with high school basketball teams) Who started it?
Rose Bowl	Description: football game played every January 1 <sup>st</sup> between two of the best college football teams When did it start? 1902 Where did it start? California with a game between University of Michigan and Stanford Who started it? Tournament of Roses Association

skateboarding	Description: first skateboards were made of wood attached to roller skate wheels When did it start? In the 1950s Where did it start? In California Who started it? Most likely surfers
basketball	Description: Designed to be played indoors. At first, it was played with a soccer ball and two peach baskets (later changed to nets) When did it start? 1891 Where did it start? YMCA Training School in Springfield, Massachusetts, USA Who started it? Dr. James Naismith
volleyball	Description: Game started in the U.S. that combines some of the aspects of basketball, tennis, and handball with less physical contact When did it start? 1895 Where did it start? YMCA in Massachusetts Who started it? William G. Morgan

### III. Americans and Fitness (page 70)

#### A. (page 70)

1. Lotus Self-Defense
2. Belly Dance
3. Capoiara
4. Bando Kickboxing
5. Nigerian Dance
6. Ancient martial arts of Burma

#### C. (pages 73–74)

1. Cause(s): lack of sleep, school work, worry about spending money  
Effect(s): teens are stressed
2. Cause(s): obese people don't like others to look at them while exercising  
Effect(s): difficult to encourage obese people to join health clubs
3. Cause(s): younger people interested in playing team sports  
Effect(s): younger people in better shape
4. Cause(s): people want to look and feel good  
Effect(s): people will try many different types of exercise
5. Cause(s): regular exercise  
Effect(s): improved overall health, physical appearance, self-confidence

**IV. Values Application (page 74)**

1. c 2. d 3. a 4. b

**4: Hitting the Books: The American Education System (pages 75–106)****Opening Activity (page 76)**

1. geometry
2. statistics
3. algebra
4. biology
5. history
6. physics
7. social studies
8. physical education
9. drama
10. accounting
11. psychology
12. calculus

**Vocabulary Development (page 78)****A. (page 78)**

5, 2, 4, 3, 1

**B. (page 79)**

1. three; bullets
2. second syllable; accent mark following stressed syllable
3. verb; inshrine
4. 5, enslaved; enslaving; enslaves; enslavement; enslaver
5. Middle English; Old French; Latin
6. follow

**I. Philosophy of American Education (page 81)****A. (page 81)**

Equal access to education	Strive for 100% literacy among high school students	Local, not national control
a, c, e, f	d, h	b, g, i

**B. (page 82)**

Answers will vary.

## II. The Organization of American Schools (page 83)

### A. (page 83)

Answers will vary.

### C. (page 85) (answers in italic)

1. At what age must most children begin school in the U.S.? *6 years old*
2. For how many hours (approximately) do students attend kindergarten? *Half a day (morning or afternoon)*
3. What's another name for middle school? *Junior high school*
4. What do college prep courses usually include? *English, math, science, foreign language*
5. What's the second year of high school called? *Sophomore*
6. What are two examples of extracurricular activities? *Sports, band, clubs, choir, language clubs*

### D. (page 86)

It refers to “the school year” (or “the school year in the United States”).

### E. (page 87)

1. *they* refers to “children”
2. *This period* refers to “between the ages of 12 and 14”
3. *these* refers to “certain compulsory courses”
4. *this* refers to “sending their children to nursery school”
5. *Its* refers to “high school’s”
6. *this* refers to “quitting school”

### F. (pages 88–89)

performing arts	dance, orchestra, choir
visual arts	photography, sculpture
vocational education	<i>carpentry</i> , woodworking, auto repair
physical education	gymnastics, tennis, basketball
foreign languages	French, Spanish, American sign language
journalism/publishing	school newspaper, photography, radio broadcasting, web design, creative writing

Answers will vary on discussion questions.

**G. (page 89)**

1. A 2. D 3. D 4. D 5. D (A?) 6. A 7. A 8. A

**H. (page 90)**

Answers will vary.

**I. (page 90)**

Answers will vary.

**III. Enrollment in American Schools (page 91)****A. (page 91)**

Answer: b

**B. (page 92)**

1. h 2. f 3. i 4. n 5. g 6. c 7. m 8. d 9. k 10. b 11. a 12. j 13. e 14. l

**C. (pages 92–93)**

Possible answers:

1. ~ '03 & 2016, # h.s. grads ↑ in U.S. by 6%.
2. Tuition and fees of public 4-yr. univers. ↑ from \$1,318 in '85 to \$5,836 in '06;  
< private univers. — \$22,218/yr. Does not incl. room & board, which can be ≅ \$6,900 ~ \$8,100/yr.
3. Sources of \$ for pblic schls. vary. (e.g., in GA, 43.7% of \$ for schls. comes from local districts; 48.2% comes from state txs. Rest comes from feder. and priv. sources. In NM, 12.9% from local, and 72% from state. Rest comes from feder. and priv. sources.)

**E. (page 94)**

1. F 2. T 3. F 4. F 5. T

**IV. American Higher Education (page 94)****A. (page 94)**

Answers will vary.

**B. (page 95)**

1. plentiful
2. obtain
3. prior to
4. affiliations
5. interchanged
6. postsecondary
7. funded

**D. (page 97)**

The second sentence is easier to understand and is more convincing because of the statistic that is provided to support it.

**E. (page 97)**

The sentence numbers are listed in the order they should appear in the text.

1, 4 (either order)

5, 6

2

3

7

**F. (page 98)**

1. Private universities probably do not receive any money from state taxes.
2. A.A., A.S.; B.A., B.S.
3. Universities usually have graduate programs whereas colleges are usually four-year undergraduate programs only. Americans tend to exchange these terms (i.e., "I'm starting university/college courses next year.").
4. A nonresident pays more money in a different state than his or her own because he or she hasn't paid the taxes to support that public university.
5. Answers will vary

**G. (page 99)**

Courses	Degrees	Grades/Exams
<i>econ.</i> = <i>economics</i>	A.S. = Associate of Science	ACT = American College
<i>prereq</i> = prerequisite	A.A. = Associate of Arts	Testing
<i>psych.</i> = psychology	Ph.D. = Doctorate (Doctor of Philosophy)	GMAT = Graduate
<i>poli. sci.</i> = political science	M.A. = Master of Arts	Management Admissions
<i>econ.</i> = economics	B.S. = Bachelor of Arts	Test
<i>P.E.</i> = physical education		GPA = grade point average
<i>bio.</i> = biology		SAT = Scholastic Aptitude Test

**H. (page 100)**

In many university catalogs, an "R" is used for "Thursday" in order to distinguish from the "T" for Tuesday.

1. Environmental Archaeology
2. Cultures of Africa
3. Anthropology in Action

4. Human Origins, Lost Worlds/Archaeology, and Peoples of the World
5. Professor Meeks
6. Tuesdays and Thursdays at 9:30 – 10:45 a.m.
7. Seventy-five minutes.

## **V. Problems in American Education (page 101)**

### **A. (page 101)**

Answers will vary.

### **B. (page 101)**

The second version says the same thing in different words. A synonym for promote partnerships (“encourage relationships”) is used, and a different form of “involvement” is used.

### **C. (page 103)**

Some possible paraphrases include:

1. The percentage of high school graduates will rise to 90% or more.
2. The science and math achievement of Americans will be the best in the world.
3. By eliminating all drugs, illegal guns, and alcohol, schools will be able to provide a safe environment where students can learn easily.
4. Opportunities for the professional development of teachers will be provided so that they can prepare themselves and their students for the upcoming century.

### **D. (page 104)**

1. Goal #3
2. Goal #4
3. Goal #3
4. Goal #1
5. Goal #2

### **E. (page 104)**

Answers will vary. Some possible solutions include:

1. Provide more money for teachers to continue their education (Master’s degrees or provide more in-service professional development for teachers.)
2. Conduct searches of students’ lockers, educate students about the dangers, severely punish students who bring guns to school.
3. Keep children in school by providing special programs.
4. Provide more adult education.
5. Raise the standards in math classes even at early levels so that students know more by the time they get into high school and college; provide extra help in math (after school) for students; have students tutor students.

## VI. Values Application (page 105)

### B. (page 106)

1. informality
2. individualism
3. privacy, competition
4. efficiency, practicality
5. equality
6. equality

### 5: Earning a Living: The American Workplace (pages 107–28)

#### Opening Activity (page 108)

Weekly average salaries

1. d 2. j 3. c 4. g 5. a 6. e 7. i 8. b 9. f 10. h

#### Vocabulary Development (page 110)

Noun	Verb	Adjective	Adverb
classification	<i>classify</i>	classified	_____
<i>employer, employee</i>	employ	employed	_____
collaboration	collaborate	collaborative	<i>collaboratively</i>
industry	industrialize	industrialized	_____
qualification	qualify	<i>qualified</i>	_____
cooperation	<i>cooperate</i>	cooperative	cooperatively
efficiency	_____	efficient	<i>efficiently</i>
<i>benefit</i>	benefit	beneficial	beneficially
manager	manage	<i>managerial</i>	_____
requirement	require	<i>required</i>	_____
administrator, administration	administer	administrative	<i>administratively</i>
achiever, achievement	<i>achieve</i>	achievable	_____
evaluation	evaluate	<i>evaluated</i>	_____

## I. Different Types of Occupations in the United States (page 111)

### A. (page 111)

1. Blue-collar
2. White-collar
3. Service
4. Farming

### C. (pages 114–15)

- I. Industrialization of the United States
  - A. More industrialization led to the decrease in farmers
  - B. People moved to urban areas and different occupations were developed
- II. Blue-collar workers (23% of the workforce)
  - A. Unskilled labor
    1. dishwashers
    2. *fast food cooks*
  - B. *Semiskilled labor*
    1. assembly line workers (automobile)
    2. assembly line workers (electronic equipment)
  - C. Skilled labor
    1. *plumbers*
    2. *electricians*
    3. other craftworkers
- III. *White-collar workers (60% of workforce)*
  - A. Information handlers
    1. sales workers
    2. *clerical workers*
    3. *managerial workers*
    4. *technical workers*
  - B. *Professional*
    1. lawyers
    2. doctors
    3. *teachers*
    4. *engineers*
- IV. Service workers (14% of the workforce)
  - A. Major service organizations
    1. restaurant
    2. *hotel*
    3. *firefighter*
    4. *hair stylist*

- B. Small businesses/organizations
  - 1. *cleaning*
  - 2. *repairing*
- C. *Private*
  - 1. home health-care aides
  - 2. music teachers
- V. Farmers (Not quite 3% of the workforce)
  - A. *Agriculture*
  - B. *Forestry*
  - C. *Fishing*
  - D. *Mining*

**D. (page 116)**

Note: a few jobs can probably go into more than one category (e.g., physical therapist and machinist are also “service” jobs)

White-Collar	Blue-Collar	Service	Farm
physician	truck driver	police officer	farmer
professor	machinist	supermarket cashier	beekeeper
accountant		bus driver	
comp. programmer		karate teacher	
office manager		fire fighter	
physical therapist		nurse	
executive assistant		bodyguard	
plastic surgeon		machinist	
		physical therapist	
		home health aide	

**E. (page 117)**

- 2. handyperson
- 3. fire fighter
- 4. worker
- 5. chairperson
- 6. postal carrier
- 7. flight attendant
- 8. police officer
- 9. businessperson

**F. (page 117)**

Subject	Person
1. ○○●○ economics	○●○○ economist
2. ○●○○ psychology	○●○○ psychologist
3. ○○●○ engineering	○○● engineer
4. ●○○ history	○●○○ historian
5. ●○○ politics	○○●○ politician
6. ○○●○ mathematics	○○●○ mathematician

**G. (page 118)**

Answers will vary.

**H. (page 118)**

1. 4   2. 10   3. 2   4. 7   5. 5   6. 1   7. 8   8. 6   9. 9   10. 3

**I. (page 119)**

A = architect	B=banker	C=comedian	D=diver
E=engineer	F=fisher	G=geographer	H=historian
I=interpreter	J=janitor	K=kindergarten teacher	L=lawyer
M=musician	N=neurosurgeon	O=operator	P=plumber
Q=quality control inspector	R=realtor	S=sumo wrestler	T=teacher
U=usher	V=veterinarian	W=waiter	X=X-ray technician
Y=yoga teacher	Z=zoologist		

## II. Earnings and Benefits (page 119)

### A. (page 119)

Occupation	Possible Benefits
clothing store clerk	free or discounted store merchandise
college professor	sabbatical leave; discounted tuition
high school teacher	summers off
flight attendant	free or discounted airfare
restaurant manager	free food
book publisher	free or discounted books

### C. (page 121)

1. F 2. F 3. T 4. F 5. F

### D. (page 121)

1. job
2. employer
3. overtime
4. expensive
5. clerical staff
6. payments

### E. (page 122)

1. This graph shows the change in the amount of yearly salaries of professional and business services, construction, manufacturing, and educational and health services occupations between 1990 and 2005.
2. The horizontal axis represents the different categories of workers and the different years.
3. The vertical axis represents the amount of the salaries of each different category.
4. The pattern revealed by this graph is that the salaries of all categories of workers increased, at approximately the same rate.

### F. (page 123)

Graphs will either have the years on the horizontal axis (in 10 year intervals) or the dollar amount. Either one is possible, but in this graph, it makes more sense to represent time on the horizontal line for a “time line” effect.

**G. (page 123)**

<b>Jobs Paying an Hourly Wage</b>	<b>Jobs Paying a Salary</b>	<b>Jobs with Benefits (type of benefits)</b>
Home health aide Child care Service technician Pizza deliverer Teacher's aide	Bus driver Restaurant manager	Home health aide Service technician Bus driver (paid holidays, training, sick time, bonus, summers off, winter and spring break off) Pizza deliverer (free pizza) Restaurant manager

**III. How Americans Work (page 124)****A. (page 124)**

<b>Cooperation</b>	<b>Competition</b>
teamwork sharing information collaboration <i>I</i> must be replaced by <i>we</i> trust	individualism self-centered capture the limelight soloist leading man or woman <i>me</i> culture what is this going to do for me?

**C. (page 126)**

1. a   2. b   3. a   4. c   5. a

**D. (page 126)**

- Americans sometimes consider sharing information cheating in school.
- It brings out the best in people sometimes, but competition can also keep people from cooperating.
- When work groups do not cooperate, the processes may be more expensive, work sometimes has to go back (time-consuming), and there may also be quality problems.
- It is harder to implement new ideas, develop more efficient processes, and apply better technology to compete globally.

**E. (page 127)**

Answers will vary.

**F. (page 127)**

<b>Appointments</b>	<b>You</b>	<b>American</b>
1. 1:00 PM job interview at a bank.	varied answer	around 12:45
2. 12:30 PM business lunch date.	varied answer	12:30
3. 7:00 PM dinner date with your boyfriend or girlfriend at a restaurant.	varied answer	7:00
4. Consecutive meetings at 1:00 PM and 2:00 PM	varied answer	1:00 and 2:00 (leave one meeting to go to next)
5. 8:00 AM business meeting.	varied answer	8:00 or before
6. 9:00 PM party at a colleague's home.	varied answer	9:00–9:30

**IV. Values Application (page 128)****A. (page 128)**

The first statement is an opinion, and the second statement is a fact.

**B. (page 128)**

1. O 2. O 3. F 4. F 5. O 6. F 7. I

**C. (page 128)**

1. practicality, efficiency
2. competition
3. efficiency, privacy
4. equality
5. competition
6. efficiency
7. privacy, competition

## 6: Getting Along: Family Life in the United States (pages 129–50)

### I. Traditional Family Structures (page 132)

The purpose of this section is to introduce the idea of both nuclear and extended families. I have found that students usually know the different meanings of these two family types but the discussion which includes describing their own families can be very interesting, especially in a culturally diverse classroom.

#### A: (page 132)

1. N
2. E
3. N

Possible answers:

Nuclear Families	Extended Families
<ul style="list-style-type: none"> <li>• kids have own bedrooms</li> <li>• don't much contact with other relatives (live far away)</li> <li>• spend a lot of time with small family</li> <li>• family with separated parents has little contact with father</li> </ul>	<ul style="list-style-type: none"> <li>• grandmother, aunt, and cousin live with family</li> <li>• contact with other relatives</li> </ul>

#### B. (page 132)

Possible answers:

	Advantages	Disadvantages
Nuclear families	<ul style="list-style-type: none"> <li>• possible greater material comfort (higher standard of living)</li> <li>• more privacy</li> </ul>	<ul style="list-style-type: none"> <li>• may live far away from other members of extended family; lose touch</li> <li>• usually not as much family support available</li> <li>• not as much interaction between generations</li> </ul>
Extended families	<ul style="list-style-type: none"> <li>• several family members available for support and help around the house</li> <li>• close contact with several members of the extended families</li> <li>• closer relationships with elders</li> </ul>	<ul style="list-style-type: none"> <li>• may not have economic freedom</li> <li>• not as much privacy</li> </ul>

#### C. (page 133)

Answers will vary.

## II. Changing Family Structures (page 134)

### A. (pages 134–35)

1. flexibility
2. Answers will vary; students may need some help understanding the images, which is why photos are provided.
3. This may spark some discussion among students.

### B. (page 135)

Answers will vary: Demographics, changes, normal, adoption, marriage, single moms, two dads

### D. (page 138)

1. 23.5 percent
2. 26 percent
3. More babies are born to single parents, and divorce rates have increased.
4. Having a child outside of marriage is considered okay.
5. Single people get used to living on their own and having their independent lives/way of living.
6. a. Barbara Hotelling  
b. Steve Wilson & Erin Mayes  
c. Martin O'Connell  
d. Dean Larkin & Paul Park  
e. Jared & Lori Goldman  
f. Pam Hansell
7. *American Baby*; the article may be slanted toward audiences who have children or who are thinking of having children

### E. (pages 139–40)

Answers will vary.

### F. (page 141)

<b>Couples Work/Family Situation</b>
Scott and Andrea Borden Situation: Stay at home father
Sabine Price and Stephan Helling Situation: Dual-career family
Ann and Sam Wurster Situation: Stay at home mother

**G. (page 141)**

<b>Couples Work/Family Situation</b>	<b>Arguments For</b>	<b>Arguments Against</b>
Scott and Andrea Borden Situation: Stay-at-home father	<ul style="list-style-type: none"> <li>• teach values and discipline</li> <li>• be a part of their daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• cleaning house is not enjoyable</li> <li>• mother doesn't have much time</li> <li>• people judge both father and mother in nontraditional roles</li> </ul>
Sabine Price and Stephan Helling Situation: Dual-career family	<ul style="list-style-type: none"> <li>• children learn social skills by meeting other children</li> <li>• quality time in evening</li> <li>• take turns doing cooking</li> <li>• no money problems (education and vacations)</li> </ul>	<ul style="list-style-type: none"> <li>• hard when kids are sick</li> <li>• security and love of parents may be lacking</li> </ul>
Ann and Sam Wurster Situation: Stay-at-home mother	<ul style="list-style-type: none"> <li>• children are safe at home</li> <li>• time spent with children is important</li> <li>• (see below)</li> </ul>	<ul style="list-style-type: none"> <li>• father misses out on daily life of children</li> <li>• some don't see my role as mother as a real job</li> <li>• not much interaction with adults</li> <li>• not much money</li> </ul>

**H. (page 142)**

Answers will vary.

**I. (pages 143–44)**

Answers will vary.

**J. (page 145)**

Answers will vary.

**III. The Older Generation (page 146)****A. (page 146)**

1. c 2. f 3. e 4. g 5. b 6. h 7. d 8. a

**B. (page 147)**

Answers will vary.

**E. (page 147) (answers in italic)**

1. What do you think is the major difference between a nursing home and a retirement home? *Answers will vary but students usually bring up the medical care provided at a nursing home.*
2. What are three factors that usually affect an elderly person's living situation? *The proximity (distance) of older Americans to the rest of their family, their economic and physical status, and their personal preferences.*
3. True or false: The more children there are in a family, the more likely the elderly parents are to live with one of their children. *True*
4. What is a mother-in-law suite? *A separate room or apartment in a house where the "mother-in-law" or grandparents live.*
5. Some older Americans are more likely to live alone. Why? *They have the financial means and good health to do so.*
6. What are the advantages of the elderly living alone? *Independence*
7. What type of activities do retirement communities often offer the residents? *Golfing, dancing, shopping*

**IV. American Homes (page 148)****A. (page 148)**

The average single family home was 2,349 square feet in 2004, compared to 1,695 square feet in 1974. The size of the kitchen alone has doubled to nearly 300 square feet. Ground-floor ceilings have grown by more than a foot, and bedrooms are now an average of 12 feet by 12 feet, compared to 9 feet by 10 feet 30 years ago. That's more home for fewer people. Today's average family size is 2.6 people. Then, it was 3.1 people.

Answers will vary for the discussion questions.

**V. Values Application (page 150)****A. (page 150)**

1. privacy
2. individualism, practicality
3. equality
4. cooperation
5. individualism
6. individualism
7. materialism
8. individualism