

Instructor's Notes

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

Opening Activity (page 1)

The purpose of this section is to provide awareness of all aspects of culture in a society. In the opening activity, students usually choose big-C culture items (art, literature, music). You should inform the students that *all* of these words are aspects of culture, although there is a difference between little-c (patterns of living) and big-C (high culture) aspects. Later on in the chapter, they will become more aware of little-c culture in terms of patterns of living.

Vocabulary Development (page 3)

Go over the vocabulary list by pronouncing each word and having the students repeat it. If they know the word, they should put a check next to it. Tell them not to become frustrated by the new vocabulary. The list is there for them to refer to after they have finished the chapter. They should *not* look up any of the words they don't know in the dictionary, as they will learn them in context when they are studying Chapter 1. When you are finished with the chapter, have the students return to this list to ensure that they can put a check next to all of the words.

I. Who Studies Culture? (pages 4–6)

The purpose of this short reading is to introduce the students to study of anthropology. After the students do the opening activity, Activities A and B can be done in class as pre-reading activities while the reading can be assigned for homework. The questions that follow can be looked at before reading the paragraph (scanning) or discussed after the students have read it the previous day for homework.

II. Different Views of Learning Culture (pages 7–8)

The purpose of this short section is to emphasize that the students will be studying the American pattern of living, *not* the big-C aspects of American culture (literature, music, and art).

III. Generalizations and Stereotypes (pages 8–14)



B.

Read or play the audio of the tale once or twice. This is the full text on the audio.

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.

IV. How to Talk about Culture (pages 14–18)

The purpose of this section is to encourage students to express their opinions in class. It will probably already have become evident that this will be an important part of the course.

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

Opening Activity (page 27)

Have the students examine the pictures of Americans talking that appear at the beginning of this chapter. Ask them to describe some differences in American conversation versus conversation between people in their cultures.

Vocabulary Development (page 29)

The vocabulary development section focuses on syllable stress in English pronunciation. Pronounce the word *introvert* and make sure the students can hear the stress. Then read each of the vocabulary words and have the students mark the stress on the appropriate syllable. Talk about techniques such as the ones mentioned in the student textbook.

I. Introductions and Other Encounters (pages 30–34)

The purpose of this section is to familiarize students with the ways Americans address, introduce people and say goodbye in various situations. In my classroom, we usually go one step further and look at these greetings from a cross-cultural perspective.

II. American Conversation (pages 35–40)

In this section, the students learn how to initiate conversations through small talk and how to follow general conversational rules in English.

**A. (page 35)**

Read the dialogue with a student or play the audio of the dialogue between Jan and Greg.

Jan: You seem new to this department. Have you been at Western Michigan University long?

Greg: No, actually I've been here just a few weeks. I'm a transfer student from Champaign, Illinois.

Jan: Oh wow! I used to live in Bloomington, Illinois, about five years ago. I went to high school there.

Greg: Did you go to Bloomington High School?

Jan: Actually, yeah, I did.

Greg: What a coincidence . . . my parents are originally from Bloomington, but we moved to Champaign about 6 years ago, during my freshman year at Bloomington High School.

Jan: So, do you like Michigan better than Illinois?

Greg: Well, . . . I'm beginning to feel more comfortable here.

E. Small Talk Dialogues (page 38)

Read the dialogue with a student or play the audio of each dialogue.

1. *A:* Hi, is this your first day working here?

B: Well, I started yesterday, but this is my first full day.

A: I'm Steve. I usually work in this department on Wednesdays.

B: I'm Janine. I think I'll be in this department full-time.

A: Great . . . we'll see each other often. By the way, how much are they paying you by the hour?

2. *A:* When is it going to stop snowing?

B: I don't know, but I think it might snow all weekend.

A: Oh no . . . I just hate this weather.

B: Well, just think, in a few more months it will be spring.

3. *A:* Wow! That's a great looking hat!

B: Thanks . . . I got it in Chicago.

A: The colors are really nice. How much did it cost?

B: Well, I don't really remember . . .

4. *A:* Hi there! Aren't you in my sociology class?
B: At 3:00 with Professor Harrison?
A: Yeah, that's the one.
B: I guess so then. This is my first year of college since I graduated from high school years ago. It's difficult, but I really like Dr. Harrison's course.
A: Wow! This is your first year of college! How old are you?
B: Well, I'd rather not say . . .

H. (page 39)

Read the dialogue with a student or play the audio of the dialogue.

- John:* Hi! You're in English 406 with Dr. McGorman, aren't you?
Amy: Yeah.
John: Do you like that novel we're reading now?
Amy: Not really.
John: Are you an English major?
Amy: Yes.
John: How long have you been at Morton College?
Amy: Two years.

III. Nonverbal Communication (pages 40–49)

Teachers may want to present the following information. Keep in mind that it is considered over-simplistic in research on nonverbal communication, but the percentages usually provide the “shock factor” to show students the importance of body language.

In his book, *Silent Messages*, psychology Dr. Albert Mehrabian reported that our verbal language accounts for only 7 percent of the messages that we convey to others. Ninety-three percent comes from our nonverbal communication, 55 percent of which is based on what people can see—eye contact, body language, clothing, etc. The other 38 percent comes from our tone of voice.

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

Opening Activity (pages 51–52)

The opening activity is intended to stir interest in American professional sports. There are many other teams with interesting facts about the history of their names.

I. Popular Sports in the United States (pages 57–66)

F. (page 65)

Be sure to circulate and hear if students are interrupting politely. One way to expand participation skills is to talk about how to avoid getting interrupted and how to pull others into the conversation.

G. (page 66)**Part 2**

When the students get into groups to share their responses, encourage them to interpret what they learned while also avoiding stereotyping. Remind students of the expressions in Chapter 1.

II. History of Extreme Sports (pages 67–69)**A. (page 67)**

Read or play the audio of the introduction to the lecture. The script follows.

History of Extreme Sports

Have any of you ever participated in extreme sports or perhaps you have watched extreme sports competitions on TV or played them in video games? Can you name a few extreme sports?

Why do you think that extreme sports are so popular today, especially among many younger people? Is it the high speeds? The danger? Many of these sports are performed individually—it seems that many people prefer being more independent rather than being on a team. However, the individuals often get together in groups to show each other what they can do.

Extreme sports are fairly modern, but most of them are based on traditional, but dangerous, sports. In fact, some people compare the popularity of surfing from the 1960s to the rise of extreme sports in the 1990s. But, how did they really begin and become so popular today? Today I'll talk about the history of extreme sports and some important events in their development.

**C. (page 68)**

Read or play the audio of the entire lecture. The script follows.

History of Extreme Sports

Have any of you ever participated in extreme sports or perhaps you have watched extreme sports competitions on TV or played them in video games? Can you name a few extreme sports?

Why do you think that extreme sports are so popular today, especially among many younger people? Is it the high speeds? The danger? Many of these sports are performed individually—it seems that many people prefer being more independent rather than being on a team. However, the individuals often get together in groups to show each other what they can do.

Extreme sports are fairly modern, but most of them are based on traditional, but dangerous, sports. In fact, some people compare the popularity of surfing from the 1960s to the rise of extreme sports in the 1990s. But, how did they really begin and become so popular today? Today I'll talk about the history of extreme sports and some important events in their development.

Extreme sports started to get more popular in the 1990s. Although people had been skateboarding and surfing for years, the technology of the equipment had become more advanced, and because of the risky nature of many of these sports, participants experimented with new kinds of jumps and tricks.

It was in 1993 when the cable TV channel ESPN started talking about organizing an interna-

tional competition of “extreme sports,” and two years later, the first Extreme Games took place in Rhode Island and Vermont. At that time, there were nine different sports categories: bungee jumping, eco-challenge, in-line skating, skateboarding, sky surfing, sport climbing, street luge, biking, and water sports. By the following year, ESPN changed the name to “X Games.” Some people thought the new name was easier to translate to international audiences, and it’s possible that the new name appealed more to sponsors such as Nike, Taco Bell®, AT&T, and Mountain Dew®.

Two years after the first organized Summer X Games, the first Winter X Games took place in the mountains of California in 1997. Winter sports categories included snowboarding and snow mountain biking, to name a few.

In April 1998, the first international X Games event was held in Phuket, Thailand, for participants to compete for a chance to go to San Diego two months later for the Summer X Games.

In 1999 at the Summer X Games in San Francisco, California, the famous skateboarder Tony Hawk performed his famous “9” maneuver, which is a 900-degree spin in the air. Although Hawk no longer competes in the X Games, over the years, he has won nine Summer X Games medals.

ESPN had more ideas. In 2001, ESPN had the idea of bringing more entertainment into the games. The cable channel hosted the first Action Sports and Music Awards. In that same year, ESPN also started to get involved in building public skate parks. In November, the first park opened in a mall outside of Atlanta, Georgia.

The X Games increased its audience and prestige the following year when the U.S. Olympic Snowboard team was represented for the first time at the 2002 Winter Olympics in Salt Lake City, Utah, in February. Also in March 2002, the first Latin X Games qualifying competition for the upcoming Summer X Games took place in Rio De Janeiro, Brazil.

There are now X Games competitions all over the world. The popularity among the general public is increasing as well. In 2006, for the first time there was 24-hour coverage of the X Games on several cable channels, a network channel (ABC), iTunes, and of course, the Internet. The development of extreme sports reflects the development of the sports culture in the United States and the world.

Sources:

<http://skateboard.about.com/cs/events/a/XGamesHistory.htm>

<http://expn.go.com/xgames/wxg/2001/s/history.html>

<http://www.tqnyc.org/NYC030417/html/xgameshistory.html>



D. (page 68)

Read or play the audio of the entire lecture again.

E. (page 69)

Encourage students to use reliable sources on the Internet for basic information.

4: Hitting the Books: The American Education System (pages 75–106)

Opening Activity (pages 75–76)

The purpose of this activity is to get students to start thinking about school subjects. It is meant to be fun.

I. Philosophy of American Education (pages 81–82)

The purpose of this section is to give the students some background to the principles of American education. Depending on the level of your students, you might want to do some pre-vocabulary work.

B. (page 82)

If you are teaching in an ESL environment, you might have the students do this for homework and present their information the next day. If you are in an EFL environment, you might have the students get into groups and write lists of similarities and differences and then compare the lists.

II. The Organization of American Schools (pages 83–90)

The purpose of this section is to introduce the students to the structure of American schools. They are also given the opportunity to discuss the idea of working while in school.

A. (page 83)

The questions are simple. The discussion can occur in groups of students if they are from several different countries. A lot of vocabulary can be generated in these groups or in a large group discussion afterward.



C. (page 85)

Ask the students these questions aloud or play audio, and either provide students time to take notes or elicit the answers from the class. Answers are in italics.

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*

H. (page 90)

This additional activity should help prepare students for the writing activity that follows. Then, either the topic of working or wearing uniforms can be used.

In the first edition, wearing uniforms was used as a discussion topic. Some public schools are now requiring uniforms, although it is not common across the country. Several private schools, however, require all students to wear uniforms. Some students, teachers, and parents believe that there are several advantages and disadvantages to a dress code. Look at the list of advantages and disadvantages that Tom Drenegoski, principal of a parochial school, proposed. Which of the following are advantages (A) to requiring uniforms and which are disadvantages (D)?

1. ____ Students would be well dressed.
2. ____ Parents would have less trouble finding clothes for their children.
3. ____ Students don't like uniforms.
4. ____ School clothes would be less expensive.
5. ____ Students would lose a sense of individuality.
6. ____ Students wouldn't have competition for designer clothes.
7. ____ Students in schools that don't require uniforms might tease students who wear uniforms.
8. ____ There would be a perception of a military image, of soldiers in uniform.

Source: Dana Yvette George, "The Uniform Solution," *Lansing State Journal*, January 25, 1994, 1+.

Get into groups and imagine that you are members of the student council (student government). You have been asked by your fellow students to convince the school board to eliminate uniforms. Read the arguments given by the school board and decide how you would refute (prove they are mistaken or argue against) them.

1. Uniforms are less expensive.

Refutation: *Students can't use the uniforms outside of school like regular clothes.*

2. Parents have less trouble finding clothes for their children with the uniform policy.

Refutation:

3. Students do not have to compete for designer clothing.

Refutation:

4. Every student is well dressed.

Refutation:

Answers to this activity will vary. Some possibilities include:

2. There are plenty of clothes available for students of any age. Children can learn to be consumers and choose (or even buy) their own clothes.
3. Part of dressing the way one wants, whether in designer clothing or not, is to express one's individuality.
4. Students and school have an armylike image.

I. (page 90)

Students can read each other's letters and compare reasons.

III. Enrollment in American Schools (pages 91–94)

The purpose of this section is to provide the students with some information about enrollment in American schools. This is done through extensive note-taking activities.



A. (page 91)

Read or play the audio.

“The number of 3 to 5 year-olds enrolled in nursery school increased from 27.1 percent in 1965 to 63.9 percent in 2001.”

C. (page 92)

One way to do this activity is have a few volunteers take their notes on the board or on transparencies so that students can see a variety of possibilities.



D. (page 93)

Read or play the audio of the lecture.

Education is the responsibility of individual states and districts. Today, the U.S. has over 15,000 school districts, a number that has decreased over the years as small districts combine together.

Within these 15,000 school districts, there are approximately 48 million students in public schools and about 6.5 million students in private elementary and secondary schools.

Because the public schools are primarily controlled by the individual states, the amount of money that is spent on each pupil varies. The expenditure (money that is spent) per pupil in each district within each state depends on the cost of living of that particular area. According to the National Education Association, the national average expenditure in 2004–5 was \$ 8,618 per student with the lowest in Utah (\$5,245) and the highest in New Jersey at \$13,370. Private schools are funded by churches and benefactors, and the tuition paid by the child's family.

Sources:

- *National Educational Association, Rankings & Estimates: Rankings of the States 2004 and Estimates of School Statistics 2005, Update*
- The National Center for Education Statistics (NCES), within the U.S. Department of Education and the Institute of Education Sciences
- *2007 The New York Times Almanac*, edited by John W. Wright, New York, Penguin Group, 2007



E. (page 94)

Read or play the audio of the lecture again.

IV. American Higher Education (pages 94–100)

This section is designed to provide students with information about higher education in the United States.

A. (page 94)

This activity is included to start generating some vocabulary associated with university life.

V. Problems in American Education (pages 101–4)

The purpose of this section is to familiarize students with some serious problems and issues regarding American education. These are introduced by having students read the Goals 2000, a proposal submitted by former Presidents George H. W. Bush and Bill Clinton regarding the state of American education. This is done through an exercise in paraphrasing. The students then engage in problem-solving as they try to find solutions to the problems that are presented.

Instructors might be interested in spending time with students on information about the No Child Left Behind Act (NCLB). This website has general information about NCLB and people's opinions: [<http://people-press.org/reports/display.php3?ReportID=337> (Accessed August 27, 2007)]

VI. Values Application (pages 105–6)

The purpose of this section, as with the other similar section in the previous chapters, is to have the students apply the knowledge of American values they acquired in the first chapter to the aspects of little-c culture. In this case, the students look at values in American education.

5: Earning a Living: The American Workplace (pages 107–128)

Opening Activity (page 108)

The purpose of this activity is to introduce the students to some of the issues in the American workplace. They are not expected to get the salary answers correct.

I. Different Types of Occupations in the United States (pages 111–119)

The purpose of this section is to introduce students to the different labels Americans use for occupations and the possible job types that fit into these categories. After reading a passage, the students organize the information into outline form. In addition, students learn about nonsexist job titles. Finally, students use vocabulary associated with subjects and occupations to work on proper stress and intonation. This section also provides them with some essential vocabulary in dealing with the rest of the chapter.

F. (page 117)

Additional Activity

Make a copy of this table for students to scan while you ask the questions that follow the table aloud.

Ten Occupations with the Largest Increase in Number of Jobs, 2004–2014

Occupation *Projected	Number of Jobs (in thousands)		Jobs Gained (in thousands)	Percent Increase
	2004	2014*	2004–2014*	2004–2014*
Retail salespersons	4,256	4,992	736	17.3
Registered nurses	2,394	3,096	703	29.4
Postsecondary teachers	1,628	2,153	524	32.2
Customer service representatives	2,063	2,534	471	22.8
Janitors and cleaners, except maids and housekeeping cleaners	2,374	2,813	440	18.5
Waiters and waitresses	2,252	2,627	376	16.7
Combined food preparation and serving workers, including fast food	2,150	2,516	367	17.1
Home health aides	624	974	350	56.0
Nursing aides, orderlies, and attendants	1,455	1,781	325	22.3
General and operations managers	1,807	2,115	308	17.0

Source: Bureau of Labor Statistics, *Monthly Labor Review*, November 2005.

This chart is reproducible. Copyright © 2008 University of Michigan.

1. What was the number of customer service representatives reported in 2004?
2. Which occupation had 1,628 (=1,628,000) jobs in 2004?
3. Between 2004 and 2014, what is the projected increase in the number of registered nurses?
4. Which occupation has the smallest projected percent increase for 2014?
5. Which occupation has the largest projected percent increase for 2014?
6. Which occupation has a 17.0 percent projected percent increase for 2014?

H. (page 118)

You say: "I am going to read off a number of different occupations. For each, would you tell me if you feel it is an occupation of very great prestige, considerable prestige, some prestige, or hardly any prestige at all?"

	Very Great Prestige				
	2007	2006	2003	2000	1998
		%	%	%	%
Firefighter *	61	63	55	n/a	n/a
Scientist	54	54	57	56	55
Teacher	54	52	49	53	53
Doctor	52	58	52	61	61
Military officer	52	51	46	42	34
Nurse	50	55	47	n/a	n/a
Police officer **	46	43	42	38	41
Priest/Minister/Clergy ***	42	40	38	45	46
Farmer	41	36	n/a	n/a	n/a
Engineer	30	34	28	32	34
Member of Congress	26	28	30	33	25
Architect	23	27	24	26	26
Lawyer	22	21	17	21	23
Athlete	16	23	17	21	20
Business executive ****	14	11	18	15	18
Journalist	13	16	15	16	15
Union leader	13	12	15	16	16
Entertainer	12	18	17	21	19
Stockbroker	12	11	8	n/a	n/a
Accountant	11	17	15	14	17
Banker	10	17	14	15	18
Actor	9	12	13	n/a	n/a
Real estate broker/agent	5	6	6	n/a	n/a

*"Fireman" prior to 2006.

** "Policeman" prior to 2003.

*** "Priest/Minister/Clergyman" prior to 2007.

**** "Businessman" prior to 2003.

I. (page 119)

This activity can be done individually or in groups. Challenge the students to come up with a different occupation for every letter of the alphabet. Students who have the highest number of unique answers win.

II. Earnings and Benefits (pages 119–23)

After doing a reading that describes earnings and benefits, the students work on interpreting charts and graphs and designing their own. The facts come from government sources, but it should be noted that some of these are generalizations and students should be made aware that there are many exceptions to these generalizations.

F. (page 123)

Students' graphs will either have the years on the horizontal axis (in ten-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 timeline effect.

III. How Americans Work (pages 124–27)**Additional Activity**

Included here are several quotes about team work and cooperation. Students might have some from their language they can translate for their classmates.

“Many hands make light work.”

—John Heywood

“Coming together is a beginning.

Keeping together is progress.

Working together is success.”

—Henry Ford

“Teamwork divides the task and multiplies the success.”

—Unknown

“Talent wins games, but teamwork and intelligence win championships.”

—Michael Jordan

“It is amazing how much you can accomplish when it doesn't matter who gets the credit.”

—Unknown

“Contrary to popular belief, there most certainly is an ‘I’ in ‘team.’ It is the same ‘I’ that appears three times in ‘responsibility.’ “

—Amber Harding

No member of a crew is praised for the rugged individuality of his rowing.

—Ralph Waldo Emerson

No one can whistle a symphony. It takes a whole orchestra to play it.

—H.E. Luccock

“Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.”

—Vince Lombardi

“Alone we can do so little; together we can do so much.”

—Helen Keller

“Cooperation is the thorough conviction that nobody can get there unless everybody gets there.”

—Virginia Burden

“The ratio of We’s to I’s is the best indicator of the development of a team.”

—Lewis B. Ergen

“Sticks in a bundle are unbreakable.”

—Kenyan Proverb

“If a team is to reach its potential, each player must be willing to subordinate his personal goals to the good of the team.”

—Bud Wilkinson

“None of us is as smart as all of us.”

—Ken Blanchard

6: Getting Along: Family Life in the United States (pages 129–149)

Opening Activity (page 129)

The purpose of this activity is to introduce the different family structures that are increasing in numbers in the United States (statistics will show later that the number of single-parent families has risen the most dramatically).

Vocabulary Development (page 131)

The purpose of this vocabulary exercise is to have students practice developing strategies for learning new words. You may point out at various times throughout the chapter that certain words might be candidates for vocabulary cards.

I. Traditional Family Structures (pages 132–33)

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 that includes describing their own families can be very interesting, especially in a culturally diverse classroom.

A. (page 132)

1. I have one brother and two sisters. We all have our own bedrooms. We live with our parents in a four-bedroom house in the suburbs. My grandparents live far away; I only see them every other year.
2. My grandmother lives with my family now. When my grandfather died two years ago, she moved in with us. My mother's sister, Aunt Maria, and her daughter, Cecilia, have lived with us as long as I can remember. I'm very close to both of them. Several of my other relatives live about a mile away. When we get together for holidays, there are at least 50 people.
3. I live with my mother and sister. My dad moved out two years ago, but I still sometimes see him on the weekends. We have a small family, but we spend a lot of time with each other. We live far away from our other relatives because we moved here when my parents separated. In fact, I have several cousins whom I have never met.

C. (page 133)

The point of this writing assignment is to have students concentrate on one family type, using the information they learned from the listening and their discussion. The transition words provided in the chapter guide students toward focusing their paragraph on different aspects of a single topic: nuclear OR extended families.

II. Changing Family Structures (pages 134–45)

In this section, the students will work with a longer reading selection discussing how the family has changed over the years.

A. (page 134)

Here is another quotation about the family:

“Conflict and change are inherent in social life. If the family is now in a state of flux, such is the nature of resilient institutions; if it is beset by problems, so is life. The family will survive.”

Arlene Skolnick, “The Paradox of Perfection,” 1980

Ask students what *inherent* means? What do they think this quote means? What types of changes and/or problems have the American family experienced?

Answer

Inherent means “natural.” The students may be able to guess this word from context. This quote means that the institution of family (like those of education, religion, marriage, etc.) is always changing. In the same way that humans experience problems in life and are still able to continue, the family will also survive, despite the changes. Students will probably mention divorce as one of the major problems that the American family has experienced. Working mothers and single-parent households may also be mentioned.

C. (pages 135–37)

Remind students to underline any vocabulary that they do not know; they should try not to look the words up as they read. An activity working with vocabulary strategies follows the long reading.

E. (pages 139–40)

One idea is to collect the words from all the students to generate a common list.



F. (page 141)

Read with a student or play the introduction of the talk show interview. Students should fill in first column only.

Announcer: Good afternoon and welcome to WELC Radio’s “Let’s Talk” with your host Wayne Cooley.

Wayne: And a good morning to you all. Today we have an exciting show where our topic will be “Working and the Family.” Our guests today include three couples: Scott

and Andrea Borden, Sabine Price and Stephan Helling, and finally, Sam and Ann Wurster. Andrea is a clothes buyer for a large retail store and Scott stays at home with their two children. Sabine and Stephan both work full-time as university professors and have one child. Ann and Sam have three children—Ann stays at home, and Sam is a computer salesperson. Let's talk to Scott and Andrea. Scott, how do you feel about staying at home with the kids?



G. (page 141)

Read with students or play the entire talk show interview.

Announcer: Good afternoon and welcome to WELC Radio's "Let's Talk" with your host Wayne Cooley.

Wayne: And a good morning to you all. Today we have an exciting show where our topic will be "Working and the Family." Our guests today include three couples: Scott and Andrea Borden, Sabine Price and Stephan Helling, and finally, Sam and Ann Wurster. Andrea is a clothes buyer for a large retail store and Scott stays at home with their two children. Sabine and Stephan both work full-time as university professors and have two children. Ann and Sam have three children—Ann stays at home, and Sam is a computer salesperson. Let's talk to Scott and Andrea. Scott, how do you feel about staying at home with the kids?

Scott: Well, we feel strongly that one parent should stay at home with their children until they start school. In order to teach children values and discipline, a parent needs to be an important part of their daily lives. I don't really like cleaning the house every day. But I feel really lucky that I can play such an important part in my children's development.

Andrea: I love my job, but I wish that I had as much time to spend with the children as Scott has. And it's amazing how some people at my office judge me about the fact that I don't stay at home with the kids like most traditional mothers do.

Scott: Yeah, and when I watch football games with the guys on Sunday, they sometimes give me a hard time about the nontraditional role I have as a stay-at-home father. They call me "Mr. Mom" all the time.

Wayne: How about you, Sam and Ann? Do you feel the same way?

Sam: I do feel like I miss out on a lot of what happens with our children during the day.

Ann: Sometimes I think that my working mother friends don't see staying at home as a real job. Some days I feel like all I do is clean the house and take care of the kids because I don't have much interaction with other adults. However, I feel much better that my children are with me and they're safe; we don't have to

worry about leaving them with strangers at child care. We don't have much money to go out or to go on vacations, but the time spent with the children is worth the sacrifice.

Sabine: Now wait a minute.

Wayne: Sabine? You'd like to add something about child care?

Sabine: We have a wonderful child care provider. Our children have met many other children, and they have great social skills. Besides that, we have great quality time with the kids in the evening. Stephan and I both take turns doing the cooking and the cleaning. It's tough when the kids are sick, but Stephan and I take turns staying at home from our own jobs to deal with this situation.

Stephan: Plus, we have more money to buy the kids things. We are not going to have any problems paying for the kids' college educations, and it's fun to take the kids on vacations every year.

Scott: Yeah, but what's more important, money and fancy vacations or the love and security of a parent?

Wayne: Whoa! This sounds interesting, but unfortunately, we're out of time.

H. (page 142)

It is important to get students to "argue" the other side.

I. (pages 143–44)

The debate format presented here is a suggestion. Pointing out to students that it is not critical whether they agree or disagree with a particular side is essential. It's the language skills being practiced here.

J. (page 145)

Again, the format presented here is a suggestion for those instructors who may have time/framework to spend with writing assignments.

III. The Older Generation (pages 146–47)

This section will show students that the older generation, like the younger generation in the United States, values individualism.



C. (page 147)

Read or play the audio of the lecture.

People who come to the United States for an extended period of time are often surprised that the elderly grandparents of some of their American friends do not live with them. In many parts of the world, having grandparents in the home would be expected, which may have resulted in some stereotypes about the living arrangements of older Americans. There is definitely an increasing number of nursing and retirement homes* in the United States. Is it true that Americans don't want to be "bothered" with taking care of their elderly relatives? Of course not. As we have learned throughout this textbook, it is difficult to generalize about people and situations because of the diversity of family structures, personal preferences, values, etc. If you examine some of the factors that affect the living arrangements of the elderly in the United States, you may better understand why some older people live alone. It often depends on: the proximity (or distance) of older Americans to the rest of their family, their economic and physical status, and their personal preferences.

For instance, many Americans move several times within their lifetime, which means that it is likely that older parents no longer live within the same city as their grown children. All of this moving around makes it difficult later on for older parents and their children to live together. Neither the parents nor the grown children may want to move from their current home. However, it has been found that the more children there are in a family, the more likely it is for an elderly parent to live with one of their children, especially if they live in the same city. In addition, many newer, bigger houses are currently being built with "mother-in-law" suites to allow the older parent(s) to have proximity and independence at the same time.

The financial situation of older Americans is also an essential factor in determining their living arrangements later in life; those older Americans with higher incomes and better health are more likely to live alone. Although there is always concern that government financial assistance in the United States is not sufficient, the fact remains that many Americans save much for retirement so that they will be able to live independently and not rely on their children. This fact has also created a multi-million dollar market of luxurious retirement communities for wealthier Americans, which provide plenty of activities such as golfing, dancing, and shopping trips. What is important to many people in the United States is that the older generation can maintain its independence, provided they are still healthy.

Finally, it is usually the preference of the older parent or relative to live alone. Self-sufficiency and privacy are strong values in American culture; older people who live alone are often respected by others and whether young or old, being able to maintain their privacy as long as possible is also important. Although it may seem strange to a newcomer to the United States, it should be understood that maintaining autonomy in old age is similar to the values of independence and self-reliance that are taught from a young age in the United States.

Source: Suzanne M. Bianchi and Lynne M. Casper, *Population Bulletin* 55 (Dec. 2000), 4.

D. (page 147)

Allow students time to compare notes with a classmate. A checklist or continuum can be provided like the one here (based on the note-taking skills covered in class). *Collect the students' notes.*

Appearance of the Notes	100%	0%
Is there enough white space on the page?	←————→	←————→
Did you show the relationship of the ideas on the page (spacing)?	←————→	←————→
Are the subtopics indented under the main topics?	←————→	←————→
Are the notes easy to read?	←————→	←————→
Content of the Notes		
Did you write mostly content words?	←————→	←————→
Did you use abbreviations?	←————→	←————→
Did you use symbols?	←————→	←————→
Did you use question marks for ideas that you did not understand?	←————→	←————→

E. (page 147)

After some time has passed (a few days or a week), return the notes the students took in Activity D and either provide these questions in writing to answer or read them aloud to students and ask them to answer based on their notes.

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 (pages 148–50)

A. (page 148)

Read or play the audio of the description.

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.

*From: "Americans Get Bigger and Better," ABC News.com, December 27, 2005,
<http://abcnews.go.com/GMA/Moms/story?id=1445039>*

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, equality, practicality