

# *BEYOND LANGUAGE*

*INTERCULTURAL COMMUNICATION FOR  
ENGLISH AS A SECOND LANGUAGE*

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*I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.*

*Mahatma Gandhi*

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# Preface

*" . . . to know another's language and not his culture is a very good way to make a fluent fool of one's self . "*<sup>1</sup>

*English as a Second Language* programs that are solely language-oriented cannot fully assist foreign and immigrant students to understand and adapt to important cultural differences of the host country. The purpose of this text, which is directed to intermediate and advanced students, is to introduce a substantial cultural component into the ESL classroom while emphasizing three of the basic language skills: reading, vocabulary building, and conversation. The specific goals of the text are:

- (1) to present aspects of American culture using reading passages;
- (2) to provide a context for reading and vocabulary development;
- (3) to stimulate discussions about culture based on the readings and conversational activities;
- (4) to assist students' adjustment to life in the United States;
- (5) to encourage an appreciation of cultural diversity and the process of intercultural communication.

Although the ESL classroom lends itself to the integration of language instruction and intercultural learning, there often is only a random exposure to culture in the classroom. This text has been designed to permit a systematic and graded presentation of language and culture. Each chapter has two parts: (1) readings and discussion about selected areas of American culture, and (2) intercultural communication activities. The chapters in the text include: Verbal Patterns, Nonverbal Communication, Personal Relationships, Family Values, Educational Attitudes, Work Values, Time and Space Patterns, Cultural Conflict, and Cultural Adjustment. We hope that the knowledge the students gain will help them avoid culturally-based misunderstandings.

The readings are designed to develop an awareness of subtle areas of culture and to encourage students to discuss aspects of American society. By necessity, certain generalizations have been made about the

"dominant" culture in the United States. We are aware of the tremendous heterogeneity of our society and have been cautious in our interpretations of cultural behavior. Thus, when students read, "Americans prefer that . . ." or "Americans may react in this way when . . .," they should realize that this does not mean all Americans and may not, in some cases, even mean most Americans. The purpose of such generalizations is to provide students with descriptions of broad tendencies or norms in "American" behavior. When we refer to the American culture, we are referring to, in sociological terms, the dominant culture. We hope that ESL teachers and students will augment our descriptions with examples of cultural diversity. It is beyond the scope of this book to delve into variations of thought, behavior, and values of the numerous ethnic and racial groups in the United States.

The focus on American values and behavior in the first half of each of the text's chapters is designed to serve as a background for the cross-cultural activities in the second half of each chapter. These activities can help students become aware of the role that their cultures play in influencing their personal observations, judgments, and actions. Just as learning a second language often leads to a deeper understanding of one's native language, understanding the values of a second culture can lead to the discovery of values in one's own culture. Ideally, this discovery enhances communication between people from different cultures.

Intercultural communication is the process whereby one's culture affects interaction with a person from another culture. Despite its apparent simplicity, this definition does not immediately suggest the difficulties that are sometimes encountered in the process. When interacting with people from different cultures, one's tendency is to judge them according to one's own values, a tendency which often interferes with successful cultural adjustment and intercultural communication. With intercultural understanding, students can learn to identify the ways that culture influences an individual's values, assumptions, and beliefs about the world.

It is our hope that this text will enable ESL students to explore components of culture as well as intercultural similarities and differences. While assisting the students to achieve fluency in English, this text attempts to aid successful communication by providing an integrated curriculum of language and culture.

Deena R. Levine  
Mara B. Adelman

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*To our parents  
and to our foreign students  
for having enriched our cultural understanding*

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# *To the Teacher*

The following guidelines outlining the text's chapters include explanations and suggestions intended to aid the instructor's presentation of the material.

Each chapter in this text is divided into two major sections: (1) a reading passage, comprehension questions, and vocabulary exercises; and (2) conversational activities related to the topic of the reading. The appendices include a vocabulary list from the readings and a short bibliography of books on intercultural communication for teachers and advanced students. The text provides one to two semesters' worth of material depending on the frequency of class meetings and the language level of the students.

## *Readings*

The sequence of the readings is based primarily on: (1) the complexity of vocabulary and language structure in the passage; (2) the conceptual difficulty of the topic; and (3) the progression of topics dealing with interactional behavior to those which broaden intercultural understanding. Each passage is divided into subheadings which may be discussed separately if one class period does not permit the reading of an entire passage. It is recommended that the instructor assign the readings as homework or, particularly for intermediate students, have the class read the passages silently before discussing them. Students should be encouraged to survey the passage first by reading the title, the subheadings, the introduction, the first line of each paragraph, and the conclusion. After this is completed, the instructor can either initiate a general brief discussion on the topic or define key phrases and concepts from the passage. More advanced students may be asked to complete the "Comprehension Questions" before beginning the reading as a test of their pre-existing knowledge of the topic. Once the reading is completed, the instructor may wish to divide the class into small groups and have each

group responsible for summarizing the content of particular subheadings. Alternatively, the teacher may ask students to summarize or paraphrase sections of the readings for writing assignments. The paragraphs are numbered and lettered so that instructors may refer easily to sections of the readings.

### *Comprehension Questions*

The comprehension questions are intended to help students assess whether they have grasped main ideas and understood details from the readings. Although the reading comprehension questions precede the vocabulary exercises, the teacher may present either activity first. Intermediate-level students may need to review the vocabulary before doing the comprehension questions. For variety, the instructor may wish to alternate the order of presentation of the exercises. Answers to the comprehension questions are in the teacher's manual.

### *Vocabulary Exercises*

The exercises which follow the vocabulary list incorporate all the italicized words from the passage. The letter of the paragraph is noted beside the word or sentence so that the student can easily refer back to the passage. The exercises vary from chapter to chapter and include: Synonyms, Multiple Choice, Word Forms, Matching, Definitions, Words in Sentences, Fill-in, and Definitions in Context.

### *Conversational Activities*

The conversational activities provide a format for discussions on a wide variety of topics related to the readings. The language level and the design of the activities vary in each chapter. Therefore, instructors are encouraged to adapt or omit any exercise according to the needs of the class. Role-playing, for example, may be appropriate for some classes and not for others. The dialogue fill-in exercises may be more suitable for an intermediate class than an advanced one. There are enough conversational activities in each chapter so that the teacher may choose freely according to the learning style of the class. Some of the activities include short explanations and follow-up questions which can be used to assist the instructor in introducing and concluding the exercises. The conver-

sational activities, which are well-suited to small, culturally-mixed groups of students, include the following.

**Multiple Choice Questions** Students are first given the opportunity to respond to a given situation or question and are then asked to choose the 'American' response(s). Generally one answer is correct; however two or even three answers may be correct. The ambiguity is intentional because it stimulates discussions and encourages students to discuss a variety of cultural and personal contexts where different responses would be possible. For example:

1. When someone compliments the watch you are wearing, what would you say or do?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Say "Oh this cheap thing? It's not worth much."
- b. Give it to him or her.
- c. Say "Thanks," and smile.
- d. Say "Would you like to have it?"

In this example, the instructor would indicate that "c" is the best answer but that "a" is possible. However, the instructor should point out that "c" is a more typical response than "a." (Answers to multiple choice questions are found in the teacher's manual.)

**Role-Playing** Students act out situations in pairs or in small groups. Grouping the students according to nationality is an effective strategy for role-playing. Alternatively, mixed groups can illustrate cultural variations.

**Problem-Solving/Case Studies** Students read and discuss short paragraphs in which there is a problem or conflict that needs identification and resolution. This activity is best accomplished when done first in small groups and then discussed with the entire class.

**Surveys, Questionnaires, Rating Exercises** Students work on exercises which include specific questions related to the readings. The instructor may wish to assign these exercises as homework or have the students complete them individually before discussing them with the entire class. Some students may be unfamiliar with the design of the activities (e.g., rating scales) and the teacher should explain the procedures for completing these exercises.

**Cross-Cultural Questions** Students discuss questions which elicit responses about intercultural similarities and differences. They should be encouraged to choose the questions of greatest interest to them. Answers to cross-cultural questions may also be used as subjects in written reports.

**Cultural Notes** Most of the chapters end with supplementary information on customs, rules, language usage, and common practices in the United States. The cultural notes may be presented immediately after the readings or as a final activity. Also included at the end of the cultural notes is a vocabulary list which can be used to supplement the vocabulary from the readings.

**Excerpts From Students' Writings** The text ends with adapted excerpts from international students' compositions answering the question, "What are the problems and pleasures of living in the United States?" These excerpts can be used in conjunction with sections of any chapter in order to stimulate discussion on students' personal experiences living in the United States.

### *Final Note*

In discussions on culture, instructors may need to emphasize and reinforce several notions. Culture, unlike language, does not always contain set rules and patterns. Two students from one country may disagree about what is done in their culture. In addition, some students may want to discuss "rights" and "wrongs" about a particular culture. It is sometimes necessary to point out that what is considered right in one culture may be considered wrong in another. Also, there may be a tendency to assign culture as an explanation for everything. The student may have to be reminded that an individual's personality can have greater influence than culture on the individual's perceptions and behavior. Finally, some students may tend to emphasize intercultural similarities while others may want to stress the differences. It is our hope that students will conclude that universal human characteristics can contribute to successful communications between any two people.

# *To the Student*

This text is designed so that you can improve your reading, vocabulary, and conversational skills while learning about culture in the United States and in other parts of the world. This text is divided into ten chapters, each of which has two main sections:

- (1) readings, comprehension questions, and vocabulary development;
- (2) conversational activities and cultural notes.

The readings at the beginning of each chapter present information primarily about American culture. After each reading are comprehension questions which will test your ability to understand main ideas and important details. Following the comprehension questions are vocabulary exercises which will enable you to practice using new words from the readings. The conversational activities section will provide you with opportunities to discuss important aspects of culture.

It is our hope that this book will help you to:

- (1) learn about life in the United States;
- (2) develop your vocabulary and reading skills;
- (3) improve your conversational ability;
- (4) recognize the relationship between language and culture.

Terms and definitions used in this book include:

*Intercultural Communication*—communication between people from different cultures; communication which is influenced by cultural values, attitudes, and behavior.

*Culture*—shared background (e.g., national, ethnic, religious) reflecting a common language and communication style, and shared customs, beliefs, attitudes, and values. (Note: "Culture" in this text does not

refer to art, music, literature, food, dress, and so on, but is used in a much broader sense.)

*Communication*—the process of shared meaning through verbal and nonverbal behavior.

*Americans*—people born and raised in the United States; citizens of the United States. (Note: There is, unfortunately, no adequate adjective to label people from the United States. "American" also refers to Canadians, Mexicans, and people from countries in Central and South America. For lack of a better word and because "United Statesian" is awkward, the authors have decided to use "American.")

1



# Introductions

PROFESSOR. Mr. Lustig, I would like to introduce you to Dr. Johns, director of the language institute. Dr. Johns, this is Mr. Lustig, the academic adviser from Barnum College.

MR. LUSTIG. How do you do, Dr. Johns?

DR. JOHNS. It's a pleasure to meet you, Mr. Lustig. I'm glad that we finally have the occasion to meet.

\* \* \*

FRIEND. I'd like you to meet my friend, Nancy Pipkin. Nancy, this is my brother, Jack.

NANCY. Hi, Jack. Nice to meet you.

JACK. Hi, Nancy.

\* \* \*

FRIEND. Hi, George, have you met Bill?

GEORGE. No, I haven't. Hi, Bill.

BILL. Hi! How ya doing?

## Varieties of Introductions

- [A] What do you notice about the above three introductions? Why is the style of language in all three different? These introductions *exemplify* typical American introductions which range from formal to *informal*. Although Americans tend to use informal language as illustrated in the second and third introductions, there are situations where formal introductions are appropriate. When meeting a president of a university, it is *advisable* to say, "How do you do?" rather than "How ya doing?" *Like-wise*, someone, who is your age or younger would probably say, "It's nice to meet you" rather than "How do you do?"
- [B] In the first introduction the speakers use longer sentences, titles (Dr., Mr.), and formal words and phrases ("I would like to introduce you to . . .", "How do you do?" and "It's a pleasure to meet you"). The relationship between the speakers in the first introduction is a formal one. The next two introductions, which are more informal, use *reduced* words and sentences and simpler language. "It's nice to meet you" becomes "Nice to meet you." "How are you doing?" becomes "How ya doing?" A very informal introduction does not use titles or last names.

### *Use of Titles in Introductions*

- [C] Often when there is a difference in *status* or age between two individuals, formal titles and last names are used unless the person of lower status is told to use the first name. For example:

ACCOUNTANT (age 50). Hello, my name is Bob Thomas.

STUDENT (age 20). It's nice to meet you, Mr. Thomas.

ACCOUNTANT. Please, just call me Bob.

In informal introductions there is a *tendency* to reduce status differences by using first names. In more formal situations, the title along with the last name is appropriate. For example, when a student introduces herself to a university professor, she might say:

SUSAN (student). Hello, Dr. McCarrick. My name is Susan Hall and I would like to ask you about your course.

Susan used her professor's title (Dr.) and his last name, whereas when she introduced herself, she used her first name and last name and no title. (Some professors prefer an informal *rapproch* with students and allow them to use first names both in and out of the classroom.)

### *Eye Contact and Handshaking in Introductions*

- [D] Direct eye contact and *firm* handshakes during introductions are *customary* in the United States. In introductions as well as in general conversations, speakers maintain frequent eye contact. Most people become nervous if frequent eye contact turns into *staring*. When shaking hands, people shake firmly and *briefly*. The expression, "He shakes hands like a dead fish" refers to a limp handshake, a sign in the American culture of a weak character. *Prolonged* handshaking is not usual.
- [E] Problems can *arise* when these customs are unfamiliar to foreign visitors. One foreign student remarked, "I'm beginning to think that there's something wrong with me. I have the impression that people in the United States don't like me. When I shake hands with them, they always pull their hands away quickly." Is his *impression* correct or is he misinterpreting a cultural *ritual*? American visitors sometimes pull their hands away too quickly in countries where prolonged handshaking is common.



### *'Small Talk' After Introductions*

- [F] Immediately after introductions are made, there is usually a period of time in which impersonal or *trivial* subjects are discussed. This type of conversation, called "small talk," is important because it often helps to maintain conversations and it can lead into interesting discussions.
- 5 Usually speakers *initiate* small talk with such questions as: "Do you live in this area?", "How do you like living here?" or "What are you studying?" It is also common for people to ask, "What do you do?" which means "What is your job?" but it is uncommon and considered *impolite* to ask, "How much money do you make?" or "How much does your
- 10 house cost?" Other questions such as: "Are you married?" or "How old are you?" (to an adult) are generally considered too personal for initial meetings.
- [G] In an introductory meeting, maintaining a conversation is easier when two people find that they have something in common. In the following dialogue, small talk takes place until the speakers discover that they share the same experience.

## Introductions

SUE. It's nice to meet you. My friend told me about you. Have you lived in Seattle long?

MARK. No, only three months. How about you?

SUE. I moved here three years ago from California.

MARK. Oh really! I'm from California too. Where did you live in California?

SUE. In Gilroy, not far from San Jose.

MARK. This is really *coincidence*. I'm from Gilroy, too! I like telling people I'm from the garlic capital of the world. Did you usually go to the summer garlic festival?

SUE. I used to go every summer. How about you?

MARK. I went to most of them. I thought the one in 1980 was great. Did you go to that one?

In this conversation, Sue and Mark asked each other small talk questions before they found that they had a common background. Once they discovered this, the conversation *flowed* easily.





### *Cultural Variations in Introductions*

[H] Styles of introductions, including initial conversations and nonverbal rituals, *vary* among individuals and situations. The introduction of a university president to a new professor is *considerably* more formal than that of two people of the same status in a social situation. At a business

meeting, an introduction is likely to be more formal than one made at a party. In addition, styles of introductions vary from country to country. Bowing to show respect is customary in parts of the Far East. In the Western Hemisphere and in other parts of the world shaking hands is the common practice. Putting the *palm* of the hand to the heart is traditional

in North Africa. Despite the cultural variations, the *purpose* of all introductions is always the same—to provide an opportunity for people to get to know each other.

## Comprehension Questions\*

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. What is the main topic of this reading?
  - a. Oral communication.
  - b. Introductions in the American culture.
  - c. American informality.
2. The major themes in this reading are:
  - a. Informal language, formal language, and slang.
  - b. Formality, nonverbal rituals, and small talk.
  - c. First names, professors, and initial questions.
3. In paragraphs A and B, the authors do *not* state that:
  - a. Formal titles are always used with people of higher status.
  - b. Styles of introductions vary with the situation and the relationship.
  - c. American English uses more informal language than formal language in introductions.
4. The brief dialogue in paragraph C illustrates:
  - a. Formal introductions.
  - b. Informal introductions of students.
  - c. First name usage and the equalizing of status.
5. Why do you think there is a tendency in the United States to reduce status differences in informal introductions? [C]
  - a. Status is never important.
  - b. There are no status differences.
  - c. People are uncomfortable with status differences.
6. What do you think frequent eye contact during conversation indicates in the United States? [D]
  - a. Agreement with the speaker.
  - b. Interest in what the speaker is saying.
  - c. Dislike of the speaker.
7. What kind of problem was the foreign student having with Americans? [E]
  - a. Physical.
  - b. Personal.
  - c. Cultural.

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

8. Why is conversation about impersonal topics more appropriate than personal topics in initial conversations? [F]
- Discussing personal topics with strangers makes some people uncomfortable and may cause distrust.
  - Discussing personal topics is appropriate in the second meeting only.
  - Discussing personal topics is appropriate only between husbands and wives.
9. "Small talk" would take place between two speakers when they: [G]
- Don't have much in common.
  - Have a great deal in common.
  - Are close friends.
10. Why is "bowing" mentioned in the conclusion of the reading? [H]
- To demonstrate the display of affection between cultures.
  - To demonstrate differing cultural rituals in introductions.
  - To demonstrate how relationships and situations affect introductory styles.

### Vocabulary List

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| exemplify          | reduced            | status             | firm               |
| informal           |                    | tendency           | customary *        |
| appropriate        |                    | rapproch           | staring            |
| advisable          |                    |                    | briefly *          |
| likewise           |                    |                    | prolonged          |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| arise              | trivial            | * coincidence      | vary               |
| impression *       | initiate           | flowed             | considerably       |
| ritual             | impolite           |                    | *palm              |
|                    |                    |                    | purpose            |

#### *Phrases and Expressions*

- "small talk" (F)
- to have something in common (G)
- How about you? (G)
- to get to know [H]

\*See vocabulary exercise D.

### Vocabulary Exercises\*

A. Choose the appropriate synonym from the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

|             |              |           |
|-------------|--------------|-----------|
| inclination | illustrate   | suitable  |
| shorten     | recommend    | rank      |
| casual      | relationship | similarly |

1. The dialogue in the story *exemplified* the personal problem the couple was having. [A]
2. The teenage boy's *informal* clothes displeased his parents. [A]
3. An *appropriate* response to "thank you" is "you're welcome." [A]
4. It is *advisable* that you see a lawyer before making a decision. [A]
5. Upon entering the church, the tour guide removed his hat. *Likewise* the male tourists took off their hats. [A]
6. The graduate student *reduced* his thesis from 300 to 200 pages. [B]
7. The *status* differences in the military are very specific and precise. [C]
8. Her *tendency* is to eat too much when she is angry. [C]
9. It is desirable for teachers and students to have a good *rapport*. [C]

B. Choose the word that *best* defines the italicized word.

- Multiple choice
1. The man's handshake was too *firm* for the little boy's hand. [D]
 

|           |           |
|-----------|-----------|
| a. sweaty | c. light  |
| b. long   | d. strong |
  2. In the United States, it is not *customary* for men to embrace. [D]
 

|              |            |
|--------------|------------|
| a. forbidden | c. legal   |
| b. usual     | d. unusual |

\*The capital letter in brackets indicates the paragraph from the reading.

3. The teacher wanted to speak *briefly* to the student about her excellent paper. [D]
- |                     |                      |
|---------------------|----------------------|
| a. in private       | c. in an open manner |
| b. for a short time | d. for a long while  |
4. Problems can *arise* when people have no knowledge of the law. [E]
- |                |            |
|----------------|------------|
| a. occur       | c. decline |
| b. deteriorate | d. abound  |
5. My first *impression of* him was positive. [E]
- |                     |                     |
|---------------------|---------------------|
| a. encounter with   | c. feeling about    |
| b. interaction with | d. discussion about |
6. During their relationship, the couple spoke only about *trivial* matters. [F]
- |             |                |
|-------------|----------------|
| a. personal | c. deep        |
| b. serious  | d. superficial |
7. Many people *initiate* conversations by asking questions. [F]
- |          |              |
|----------|--------------|
| a. begin | c. avoid     |
| b. end   | d. interrupt |
8. American parents teach their children that it is *impolite* to talk with their mouths full of food. [F]
- |              |              |
|--------------|--------------|
| a. dangerous | c. unhealthy |
| b. strange   | d. rude      |

C. Choose the correct word form for each sentence. Make verb tense **Word Forms** changes, make nouns singular or plural, and use active or passive voice as applicable.

1. (to) flow, flowing, flow [G]
- |  |
|--|
| a. The _____ river was a beautiful sight.  |
| b. I couldn't follow the _____ of the conversation because they were speaking too rapidly, |
| c. The poetry would not _____ . from the writer's pen.                                     |
2. (to) vary, variety, various [H]
- |   |
|---|
| a. It is worthwhile to travel in order to become familiar with a _____ of cultures. |
| b. _____ topics were discussed at the business meeting.                             |
| c. Customs _____ from one country to another.                                       |

3. considerably, considerable [H]
- a. The young business partners have had \_\_\_\_\_ success this year.
  - b. Those brothers are \_\_\_\_\_ different from each other.
4. purpose, purposely, purposeless [H]
- a. The president did not state his \_\_\_\_\_ for visiting the small town.
  - b. The boss criticized his employee for taking a \_\_\_\_\_ trip.
  - c. Did the children \_\_\_\_\_ set fire to the building?

D. Match the words on the left with their definitions on the right. Place the letter of the definition in the space next to the word.

**Matching**

- |                  |   |
|------------------|---|
| staring ____     | a. an accidental and surprising occurrence of events sometimes happening at the same time |
| prolonged _____  | b. a set or established form or custom  |
| ritual _____     | c. lengthened or extended in time   |
| coincidence ____ | d. gazing or looking steadily   |
| palm ____        | e. the inner surface of the hand between the fingers and the wrist                        |

### Conversational Activities

- A. In pairs interview each other and then introduce your partner to the rest of the class. Interviewers should ask for the following information:
- Interviews and Introductions\*** *Data Questions*

1. Name
2. Country of Birth
3. Languages spoken
4. Length of time spent in present location
5. Other places lived
6. Academic major (if applicable)
7. Hobbies, interests

\* This activity may also be done in small groups. As interviewer is asking questions of interviewee, another group member may take notes and present the information to the rest of the class.

*Conversational Questions*

1. Experience in other countries or with members of other cultures.
2. An interesting custom in country of origin.
3. Additional questions provided by students.

*Variation:* Write a short composition using the information from the interview.

- B. **Introductory Speeches and Cultural Objects** Make formal introductions of yourselves and your countries. During or after your speeches, present one to three objects of cultural interest (i.e., objects reflecting aspects of your culture).  
Briefly present and discuss the following information:

1. Name of country, its location, capital, and your home (use maps)
2. Population, ethnic groups, language(s) spoken
3. Form of government, natural resources, exports
4. A custom unique to your country

*Variation:* If you are all from the same country, present different aspects of your society (for example, education, family life, religion, etc.).

- C. **Problem Solving** The following paragraph describes a situation in which a problem needs to be solved. Read the paragraph and then discuss each of the suggestions for handling the situation. Which one would you choose and why? What other suggestions do you have?

Ray: a student  
 Dr. Daley: a college professor  
 Bill: Ray's friend

Ray Turner and Dr. Daley are meeting over lunch in the school cafeteria. Ray has waited a long time for this opportunity to discuss his career goals with Dr. Daley. Just as Dr. Daley begins to give Ray some advice, Bill approaches their table. It is obvious that Bill wants to sit down and join the conversation.

*Solutions:* In your opinion, what is the best way for Ray to handle this situation?

1. Introduce Bill to Dr. Daley without inviting Bill to sit down; continue discussing career goals with Dr. Daley.

2. Introduce Bill to Dr. Daley and invite Bill to sit down; change the topic of discussion.
3. Introduce Bill to Dr. Daley and invite Bill to sit down; continue discussing career goals.

D. In small groups act out the following situations. Choose people to play **Role-Play** each part and then decide which kind of introduction would be the most appropriate for each situation. Each member of the group should have an opportunity to make an introduction. Perform role-play in front of the rest of the class.

1. You are attending a school party and have brought your cousin to meet your teachers and friends. How would you introduce your cousin to the following people:

Your classmate Your English  
teacher The director of the  
school

2. You are at a party with other students from the university. You don't know anybody and you'd like to meet a few people and start a conversation.
3. You are in the school cafeteria eating lunch when an American student sits down near you. Introduce yourself and initiate a conversation.
4. A friend of yours is introducing you to the Director of University Admissions. You want information about requirements. Initiate the conversation.

*Follow-up:* Discuss which introductions were the most difficult. In which situations did you feel the most comfortable?

E.  
**Multiple  
Choice  
Questionnaire**

The following questions are intended to stimulate cross-cultural discussion and to help you become familiar with American customs and responses. On the multiple-choice portion try to guess what an American would do. *More than one answer may be correct.*

1. When introduced to a man your age or younger, what would you say?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "How do you do?"
- b. "Pleased to meet you" and lightly embrace him.

- c. "Pleased to meet you" and shake his hand.
- d. Say nothing and shake his hand.

2. When introduced to a woman your age or younger what would you say?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "How do you do?"
- b. "Pleased to meet you" and kiss her on the cheek.
- c. "Pleased to meet you."
- d. "Nice to meet you" and shake her hand.

3. When introduced to an older professor or to a friend's parents, what would you say?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "Hi! Glad to know ya."
- b. "Hello" and bow.
- c. "Hello, it's nice to meet you" and then shake hands.
- d. "How do you do?"

4. When introducing yourself to someone you don't know at a party, what would you say?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "Hi, I'm \_\_\_\_\_ . What's your name?"
- b. "May I introduce myself to you, and at the same time may I make your acquaintance?"
- c. "Hi. I'd like to meet you."
- d. "Hi. I'm \_\_\_\_\_ . Do you know many people here?"

5. When you are being introduced, what do you do in addition to speaking (e.g., what do you do with your hands)?"

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Shake hands lightly.
- b. Shake hands firmly for a few seconds.
- c. Shake hands until the introduction is completely finished.
- d. Shake hands and then bow.

6. When you are being introduced, what kind of eye contact would you use?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Make direct eye contact.
- b. Avoid eye contact.
- c. Make eye contact and then quickly look away.
- d. Make eye contact and then look at the floor.

7. Which topics are inappropriate to discuss immediately after an introduction?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Marital status.
- b. Religion.
- c. Age.
- d. Academic major/occupation.

F. Answer the following questions about your own culture and then discuss intercultural similarities and differences.

Cross-

Cultural

Questions\*

1. When do you use first names in introductions?
2. When do you use titles in introductions?
3. What else might you explain to Americans about introductions in your country?

## Cultural Notes

1. In a formal introduction, Americans often use titles until they are told they may use first names.

2. When two people are introduced by a third person, the first and last names are usually given. For example:

A FRIEND. Michael, I'd like you to meet my friend, Diane Rae. Diane, I'd like you to meet Michael Lipsett.

*Note:* In less formal introductions, last names may be dropped.

3. The following is a list of titles used in introductions and conversa-

\* These questions may also be used as topics for written reports.

tions. (Except when noted, these titles are followed by a person's last name.)

|                   |   |
|-------------------|---|
| Dr. (Doctor)      | used to address medical doctors (M.D.) and university professors who have earned a doctorate degree (Ph.D.) |
| Prof. (Professor) | used to address a college or university teacher   |
| Teacher           | used by very young children in school (Note: The word 'teacher' is not usually followed by a name.)         |
| Mrs.              | used to address a married woman (teacher, director, etc.)   |
| Miss              | used to address an unmarried woman (teacher, waitress, businesswoman, etc.)                                 |
| Ms.               | used to address an unmarried or married woman (teacher, housewife, professional, etc.)                      |
| Mr.               | used to address a man (teacher, businessman, etc.)  |

4. The following phrases may be used if a name given in an introduction is not understood or is forgotten.

*Informal:*

"Excuse me, I didn't catch your name."

"I'm sorry, what is your name again?"

"Could you spell your first name? That will help me pronounce it better."

*Formal:*

"May I please have your name again?"

"Would you please repeat your name?"

5. In traditional introductions, a man shakes a woman's hand if she extends her hand first. However, this custom is changing and some men offer their hand first. Some women shake hands with each other although the majority still do not.

*Supplementary Vocabulary and Phrases*

to make the acquaintance of

to be on a first-name basis

"How do you do" (formal)

"(I'm) Pleased to meet you."

"(It's) Nice to meet you."

"I'm happy to meet you."

2



# Verbal Patterns

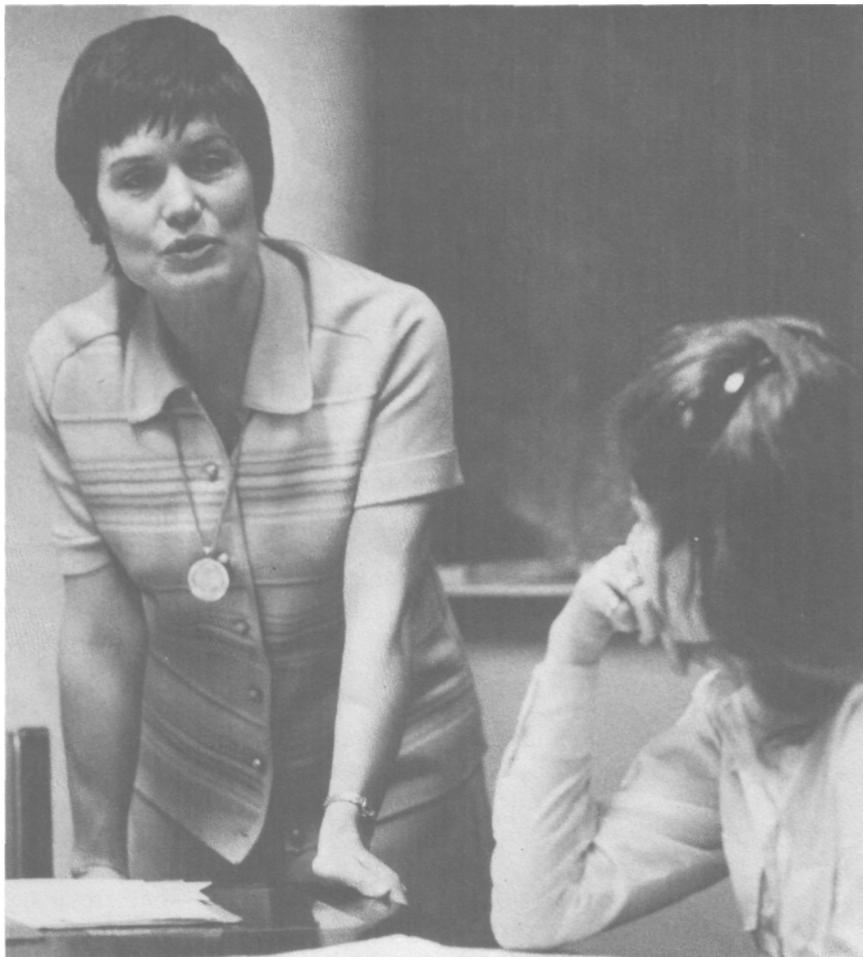
- [A] Have you noticed how often Americans use the expression "thank you"? A customer, after paying \$100 for a meal in a restaurant, says "thank you" to the person who *hands* him the bill. In response to "I like the color of your car," an American might answer "thank you." In both of these cases no great *favor* or compliment was *extended*, yet "thank you" was the *automatic* response.
- [B] When you listen to people speak a foreign language that you understand, have you noticed that the native speakers of that language use words and phrases in a *manner* different from what you are used to? In American English, for example, people say "thank you" frequently. A word for "thank you" exists in almost every language, but how and when it is used is not always the same. In your language, do you thank people for trivial as well as important or unusual favors? For Americans, this expression is used as a polite response to different kinds of favors and compliments, and is often *automatic* (e.g., "Thanks for calling" to someone on the phone or "Thank you" to a teller in a bank).

## *Rules and Styles of Speaking*

- [C] In language there are *tacit* rules of speaking that, unlike rules of grammar or spelling, are not usually studied in a formal manner. These unspoken "rules" exist in every language but differ *significantly* from culture to culture. Acquiring a second language demands more than learning new words and another system of grammar. It involves developing *sensitivity* to aspects of language that are usually not taught in language textbooks. Some important rules include permissible degrees of directness in speech and forms of politeness used in daily conversation.

*Directness in American English*

- [D] Compared with other languages, American English strongly emphasizes directness in verbal *interaction*. Many expressions exemplify this tendency: "Don't beat around the bush," "Let's get down to business," and "Get to the point" all *indicate* impatience with avoiding issues. If a son *hesitates* telling his father that he received a bad grade in school, his father might respond angrily with, "Out with it!" or "Speak up!"
- [E] Directness is also seen when information is requested from strangers or from people who are not well known to you. For example, when passing a professor's office a student may say, "Excuse me, I'd like to ask



you a couple of questions." Her professor may respond, "Sure, go right  
5 ahead. What's the problem?" In this interaction, the student stated her  
purpose and the professor responded immediately.

[F] Offers and responses to offers provide another example of directness  
in verbal interaction. At a dinner party it would not be unusual to hear  
the following conversation:

HOST. Would you like some more dessert?

GUEST. No, thank you. It's delicious, but I've really had enough.

HOST. OK, why don't we leave the table and sit in the living room?

In this conversation between two Americans, the host does not repeat  
5 the offer more than once. (Hosts may offer food twice but usually not  
more than that.) If guests are hungry, they need to say directly, "Yes, I'd  
like some more, thank you." If they are hungry but say, "No, thank you,"  
out of politeness, they may remain hungry for the rest of the evening. A  
host will *assume* that a guest's refusal is honest and direct.

[G] Of course, there are limits to the degree of directness a person is  
allowed to express, especially with people of higher status such as  
teachers and employers. A male student was surprised at the reaction of his  
female teacher when he said, "What has happened to you? You look 5  
like you gained a lot of weight!" When the teacher replied, "That's none of  
your business," he answered in an *embarrassed tone*, "I was just being  
honest." In this case, his honesty and directness were inappropriate and  
unappreciated because of the teacher-student relationship. (In addition,  
most Americans do not like being told that they are fat!)

### *Invitations*

[H] A frequently misunderstood area in American verbal interaction is  
that of extending, accepting, and refusing invitations. The unwritten  
"rules" are confusing and create misunderstandings even for native  
speakers. In English someone might say something that sounds like an 5  
invitation but that never results in an *actual* meeting with another per-  
son. Of course, there are invitations that require *definite commitments*.  
Compare these two invitations:

#### *Invitation 1:*

KATIE. It was nice talking to you. I have to run to class. DARLENE. OK,  
maybe we can meet sometime soon. KATIE. Yeah, love to. Why  
don't you drop by my house sometime? DARLENE. Great. Gotta go.  
See ya soon.

*Invitation II:*

KATIE. Before you leave for your vacation can we get together and have lunch?

DARLENE. Sure. I'd love to.

KATIE. How about Friday? Say about 12:30 at my place?

DARLENE. That sounds good. See you then.

The first invitation did not result in an appointment and was nothing more than a "polite" expression. In the second *dialogue a genuine* invitation was extended because Katie had a definite plan (a lunch date) and a specific date, time, and place in mind (Friday, 12:30). If Katie had said only, "Drop by," Darlene probably would not have visited Katie.

*Speaking and Refraining from Speaking*

- [1] Many rules governing speech patterns are learned in childhood and people grow up thinking that everyone has the same rules for speaking. People *unconsciously* expect others to use the same *modes* of expression as they do. For instance, not all languages use silence and interruptions in



5 the same way. Have you observed the ways people from different cultures use silence? Have you noticed that some people interrupt conversations more than other people? All cultures do not have the same rules governing these areas of communication.

[J] Many Americans *interpret* silence in a conversation to mean *disapproval*, *disagreement*, or unsuccessful communication. They often try to fill silence by saying something even if they have nothing to say! On the other hand, Americans don't appreciate a person who *dominates* a conversation. Knowing when to take turns in conversation in another language can sometimes cause difficulty. Should you wait until someone has finished a sentence before contributing to a discussion, or can you break into the middle of someone's sentence? Interrupting someone who is speaking is considered rude in the United States. Even children are 10 are taught *explicitly* not to interrupt.

### *Different Ways of Expressing Common Needs*

[K] Individuals in every culture have similar basic needs but express them differently. In daily life we all initiate conversation, use formal and informal speech, give *praise*, express disagreement, seek information, and extend invitations. Some of the verbal patterns we use are influenced 5 by our culture. Whereas directness in speech is common in the United States, indirectness is the rule in parts of the Far East. Thus people from both of these parts of the world would probably express criticism of others differently. In parts of the Middle East a host is expected to offer 10 food several times but in the United States he may make an offer only once or twice. The different modes of expression represent variations on the same theme. Each language *reflects* and creates cultural attitudes; each has a *unique* way of expressing human need.



## Comprehension Questions<sup>1</sup>

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. What is the main point of this reading?
  - a. Directness is characteristic of American verbal interaction.
  - b. There are unwritten and tacit rules of speaking that affect verbal interaction.
  - c. Invitations may not always be genuine.
2. Three general topics in the reading are:
  - a. Hospitality, honesty, friendship.
  - b. Saying "thank you," offering food, and making a date.
  - c. Directness, invitations, and silence.
3. Why is the example of the Americans' use of "thank you" used in the introduction of the reading? [A]
  - a. Americans are insincere when they say "thank you."
  - b. Certain words and phrases are used differently in various cultures.
  - c. "Thank you" is expressed only after compliments are extended.
4. The authors imply throughout the reading that:
  - a. "Rules of speaking" in the American culture are the only correct rules.
  - b. Direct criticism is more effective than indirect criticism.
  - c. One should learn the tacit and unwritten rules of speaking in a culture in order to understand the people.
5. The brief interaction between the student and her professor is used to illustrate: [E]
  - a. Directness in seeking information.
  - b. The teacher-student relationship.
  - c. Time limitations of professors.
6. Generally hosts do not offer food more than once or twice because they: [F]
  - a. Do not expect you to be hungry.
  - b. Expect you to say immediately what you really want.
  - c. Expect you to refuse politely.
7. The difference between the two types of invitations in paragraph H is that:

<sup>1</sup>The capital letter in brackets refers to the corresponding paragraph in the reading.

- a. Invitation I is a false promise, invitation II is not.
  - b. Invitation I is simply a polite way of approaching the end of a conversation; invitation II is a genuine invitation.
  - c. Invitation I demonstrates a closer relationship between Katie and Darlene than does invitation II.
8. The authors imply that silence in conversations: [J]
- a. Always means disapproval and disagreement in the American culture.
  - b. Often makes Americans feel uncomfortable during conversations.
  - c. Means unsuccessful communication in all cultures.
9. The final paragraph states that people from various cultures: [K]
- a. Share common needs but express them differently.
  - b. Share common needs and therefore express them similarly.
  - c. Do not share common needs and therefore do not have similar expressions.

**Vocabulary List**

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| hands              | manner             | tacit              | interaction        |
| favor              |                    | significantly      | indicate           |
| * extended         |                    | * sensitivity (to) | *hesitates         |
| * automatic        |                    |                    |                    |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| (no new words)     | assume             | *embarrassed tone  | actual             |
|                    |                    |                    | definite           |
|                    |                    |                    | * commitments      |
|                    |                    |                    | genuine            |
| <i>Paragraph I</i> | <i>Paragraph J</i> | <i>Paragraph K</i> |                    |
| unconsciously      | interpret          | praise             |                    |
| modes              | disapproval        | reflects           |                    |
|                    | disagreement       | unique             |                    |
|                    | dominates          |                    |                    |
|                    | explicitly         |                    |                    |

\*See vocabulary exercise D.

*Phrases and Expressions*

|                                 |                       |
|---------------------------------|-----------------------|
| Don't beat around the bush. [D] | Go right ahead [E]    |
| Let's get down to business. [D] | to drop by [H]        |
| Get to the point. [D]           | How about Friday? [H] |
| Out with it! [D]                | That sounds good. [H] |
| Speak up! [D]                   | on the other hand [J] |

**Vocabulary Exercises**

A. Choose the appropriate synonym (or the word closest in meaning) from **Synonyms** the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

|              |              |          |
|--------------|--------------|----------|
| conclude     | voice        | unspoken |
| give         | way          | show     |
| considerable | conversation | courtesy |

1. When a professor *hands* the students their exam scores, he doesn't expect them to argue. [A]
2. He did me the *favor* of lending me his car for two weeks. [A]
3. Some doctors have a quiet *manner* with their patients. [B]
4. The two friends had a *tacit* agreement not to share their secrets with other people. [C]
5. Do you think \$10,000 is a *significantly* large amount of money? [C]
6. Often *interaction* between two people who don't speak the same language is difficult. [D]
7. He tried to *indicate* to the teacher that he didn't understand what she was saying. [D]
8. When we see the police, we *assume* there is trouble. [F]
9. A person's *tone* can convey more than her words. [G]

\*The capital letter in brackets indicates the paragraph from the reading.

B. Choose the correct word form for each sentence. Make verb tense changes, **Word Forms** make nouns singular or plural, and use active or passive voice as applicable.

1. actual, actually [H]
  - a. " \_\_\_\_\_," said the student, "I prefer having a job to being a student."
  - b. The patient did not want to discuss the \_\_\_\_\_ problem with the doctor; instead he talked around the problem.
2. definitely, definite [H]
  - a. The young man said that he would \_\_\_\_\_ come to the party.
  - b. Are your plans \_\_\_\_\_ yet?
3. genuine, genuinely, genuineness [H]
  - a. The gift was a \_\_\_\_\_ expression of his appreciation.
  - b. I sensed a lack of \_\_\_\_\_ in the car salesman.
  - c. The artist was \_\_\_\_\_ trying to *be* creative.
4. unconsciously, unconscious, unconsciousness [I]
  - a. After being hit by the car, the child was \_\_\_\_\_ for three days.
  - b. He \_\_\_\_\_ turned off the alarm clock when he woke up in the morning.
  - c. He was in a state of \_\_\_\_\_ that lasted for three weeks.

C. First choose the correct word for the definitions. Then fill in the blanks in **Definitions** the sentences following the definitions. Note: *You may have to change the grammatical form of the word used in the sentence.*

|                 |                  |              |
|-----------------|------------------|--------------|
| modes [I]       | disagreement [J] | praise [K]   |
| interpret [J]   | dominates [J]    | reflects [K] |
| disapproval [J] | explicitly [J]   | unique [K]   |

1. one of a kind, having no equal \_\_\_\_\_  
Hand-made jewelry is expensive because each piece is

2. refusal to approve, rejection \_\_\_\_\_  
My father gave me a \_\_\_\_\_ look when he saw my examination scores.
3. to explain the meaning of \_\_\_\_\_  
His \_\_\_\_\_ of the book was very different from the author's.
4. styles, manners, forms \_\_\_\_\_  
Each writer has her own \_\_\_\_\_ of expression.
5. expression of approval \_\_\_\_\_  
The child smiled after he was \_\_\_\_\_ by his father.
6. shows \_\_\_\_\_  
Her poor response in class \_\_\_\_\_ her lack of knowledge on the subject.
7. in a clearly stated or distinctly expressed manner \_\_\_\_\_  
The instructions on the package were so \_\_\_\_\_ that it was impossible to make a mistake.
8. difference of opinion \_\_\_\_\_  
Parents and children often \_\_\_\_\_ about what is right and wrong.
9. rules or controls \_\_\_\_\_  
The executive president \_\_\_\_\_ the meeting by not allowing the others to speak.

D. Match the words on the left with their definitions on the right. Place the **Matching** letter of the definition in the space next to the word.

- |                  |  |
|------------------|--|
| extended         | a. pauses or stops often because of indecision     |
| automatic        | b. understanding of                                |
| sensitivity (to) | c. specific promises                               |
| hesitates        | d. done without conscious thought as if from habit |
| embarrassed      | e. offered; presented for acceptance               |
| commitments      | f. uncomfortable; flustered                        |

- Phrases and Expressions**
- E. Which statement best conveys the meaning of the italicized words?
- If a person *beats around the bush* when asking a favor, it means that: [D]
    - He asks directly.
    - He asks indirectly
    - He doesn't ask at all.
  - When the professor told the student to *go right ahead* with her question, he meant that: [E]
    - The student should go away from the room.
    - The student should wait for her turn before asking the question.
    - The student should ask the question immediately.
  - When you are asked to go out and the person who invites you says, "*How about Friday?*" he means to say: [H]
    - "Can you go out on Friday? It's a good day forme."
    - "Any day is OK for me. What about you?"
    - "If Friday isn't good for you, then we can't go."
  - When the girl said that having lunch together "*Sounds good,*" she meant that: [H]
    - Those words are nice to listen to.
    - Having lunch together is a good idea.
    - There are good sounds at lunches.

## Conversational Activities

- A. In English, as in other languages, the types of vocabulary, structure, and **Language Style** tone used in conversation vary with the situation. Compare the ways that a request may be made; look at the vocabulary used and the length of the sentence in each of the following examples:

I'm sorry to trouble you, but could you please tell me where the library is? (*formal*)

Would you be so kind as to tell me where the library is? (*formal*)

Where is the library, please? (*semiformal*)

Where's the library? (*informal*)

Learning different styles in a second language is not always easy. It is necessary to know how to vary speech according to situations. Read the following situations and respond to each one appropriately.

1. There are discipline problems in one of your university classes. Students are talking all the time and you can't hear the professor or concentrate on the subject. You feel you must say something about the situation to your professor. You also want to tell a friend who is not in the class.

What would you say after class to your professor?

What would you say to the friend?

---

2. You need some money and you are considering asking either your parents or your friend for a loan.

How would you ask your parents?

How would you ask your friend?

---

3. You have just read an excellent article written by a student you know and a professor whom you don't know very well. You would like to compliment both of them on their well-written article.

What would you say to the student?

What would you say to the professor?

---

*Follow-up:* Look again at the above three situations and determine how you would respond in your *own* language. Are there formal and informal ways of expressing yourself? In your language, what words or grammatical constructions indicate formality and informality? Which situations call for formal speech and which call for informal speech?

**B. Initiating and Maintaining Conversations** Initiating and maintaining conversations is another skill that is needed when one is learning a new language. In English one of the best ways of initiating and maintaining a conversation is for at least one of the speakers to ask the other questions. Read the following conversation and decide if there is a problem with it.<sup>2</sup>

*(Rick sees Debbie at a party and decides he would like to get to know her.)*

RICK. Hello. Where are you from?  
DEBBIE. From New York.  
RICK. Why did you come to California?  
DEBBIE. To study.  
RICK. Oh, what are you studying?  
DEBBIE. Solar energy.  
RICK. How long do you plan to stay here?  
DEBBIE. Two years.  
RICK. When did you come?  
DEBBIE. Three weeks ago.

*(Rick is already feeling frustrated. He decides it is not worth meeting Debbie.)*

*Discuss:* Discuss the problems with the conversation and Rick's feelings of frustration.

1. Following is the same dialogue between Debbie and Rick. Change it so that it is not one-sided by adding a question or a comment after Debbie's short answers. Write in Rick's responses to Debbie's questions.

RICK. Hello. Where are you from?  
DEBBIE. From New York. \_\_\_\_\_  
  
RICK. \_\_\_\_\_  
Why did you come to California?  
DEBBIE. To study.. \_\_\_\_\_  
  
RICK. \_\_\_\_\_  
What are you studying?  
DEBBIE. Solar energy. \_\_\_\_\_  
  
RICK. \_\_\_\_\_  
How long do you plan to stay here?  
DEBBIE. Two years. \_\_\_\_\_

**RICK.** \_\_\_\_\_  
When did you come?

**DEBBIE.** Three weeks ago. \_\_\_\_\_

Another way of initiating and maintaining a conversation is to add extra information to a one-word response. In the following conversation Judi helps to maintain the conversation by giving more than a one- or two-word response.

*(Judi and Char have just met and have exchanged names.)*

**CHAR.** Where do you work?

**JUDI.** I work at the university in San Diego. I'm a computer operator.

**CHAR.** How's the weather in San Diego? I'm from San Francisco.

**JUDI.** It's warm most of the time. For the past two winters we've had a lot of rain.

2. In the following dialogue, a foreign student is discussing language learning with his teacher. Add extra information to the teacher's one-word responses.

**MARI.** Do you think that learning a foreign language is difficult?

**MS. SOFIA.** Yes. \_\_\_\_\_

**MARI.** Are some languages easier to learn than others?

**MS. SOFIA.** Yes. \_\_\_\_\_

**MARI.** Should children in elementary school be required to study foreign languages?

**MS. SOFIA.** Yes. \_\_\_\_\_

3. In pairs practice initiating and maintaining conversations on the following topics. Remember to ask questions of the other person and to add extra information to your own responses. If necessary, write the conversations before practicing them orally.

Discuss with one of your classmates a poor lecture you have just attended.

Discuss with one of your professors university policy about foreign student admissions.

Discuss with a neighbor environmental problems in your country.

Discuss with an American student difficulties of being a foreign student.

Discuss with a fellow student effective ways of learning foreign languages.

C. The following conversations typify those of native speakers in the United **Invitations**<sup>3</sup> States. Notice the different types of invitations extended and the responses to them. Are they similar to the types of invitations extended in your country?

*Definite Invitations:*

These invitations include yes/no questions which require specific agreements. They both mention a time and a place.

HELAH. I wanted to ask you—are you and your husband free on Saturday night?

TAMA. Yes, we are.

HELAH. Good. How would you like to go out with us?

TAMA. That's a good idea. I've been wanting to get together. Do you want to go to dinner or just a movie . . . ?

OR HELAH. We're going to a concert tomorrow night. Would you like to join us?

Contrast these examples with the following indefinite invitations.

*Indefinite Invitations:*

Notice in the following three invitations, no specific mention of time or place is made. The speakers do not come to an agreement as to when they will get together.

RITA. Hi, Merritt.

MERRITT. Hi.

RITA. When are we going to get together?

MERRITT. We really should.

RITA. You know my office number. Just give me a call.

**MERRITT. OK.**

RITA. Good-bye.

MERRITT. Bye.

OR

RITA. Listen, I have a lot to talk about to you. I think we should have lunch together one day soon.

MERRITT. OK. RITA. I'll call you.

OR

RITA. It has been a long time since we got together.

MERRITT. Why don't we?

RITA. I'd love to. But February is shot and March is pretty full too. How about if we get together sometime in the spring?

MERRITT. OK.

RITA. Good. I'll figure out a good time and call you.

MERRITT. Fine.

Notice what happens in the following invitations:

CHUCK. OK, good talking to you. Let's get together some time.

SELMA. I'd love to.

CHUCK. Good. I'll call you soon and we'll have lunch together.

SELMA. Great.

The same conversation could have had a very different result if Selma had wanted a definite answer. Notice the results of the following situation:

CHUCK. OK, let's get together soon.

SELMA. I'd love to.

CHUCK. Good, I'll give you a call and we'll make a date (appointment).

SELMA. If you want we can make a date now.

CHUCK. Oh, OK, let's do that—I'm available any day next week. What about you?

SELMA. Wednesday at 12:00 is good for me.

CHUCK. OK, let's make it Wednesday.

SELMA. Great.

CHUCK. See you at noon Wednesday.

*Discuss:* At what point did the above invitation change from indefinite to definite? How was this change accomplished?

1. Sometimes it is difficult to know what kind of invitation is being extended to you. Read the following invitations and decide whether they are definite or indefinite. Rank each one on a scale of 1 to 5 (5 = most definite; 1 = most indefinite).

*For example:*

JOHN. I hope I can get together with you before you leave for the Far East next month. Make sure you call me. JAN. OK.

You'll be hearing from me soon.

**most definite**

**most indefinite**

5                      4                      3                      2                      1

This invitation does not seem entirely definite because John made no effort to set up a time and place for a meeting. Yet, it is not entirely indefinite because John does mention that he wants to see Jan before next month. *In this exercise, you do not have to agree on the ranking.* Discuss your answers.

*Invitation I:*

PATRICK. I'd like to have you over to my place sometime this semester.

JUDY. Great.

PATRICK. How about if I call you sometime and we'll figure out a good time.

**most definite**

**most indefinite**

5                      4                      3                      2                      1

*Invitation II:*

JUDY. Hi, Pat. When are we going to get together?

PATRICK. Let's do it soon. JUDY. Sounds good.

**most definite**

**most indefinite**

5                      4                      3                      2                      1

*Invitation III:*

PATRICK. Are you free next Saturday to come to dinner at our place?

JUDY. Sure, I'd love to. Can I bring anything?

**most definite**

**most indefinite**

5                      4                      3                      2                      1

*Invitation IV:*

JUDY. It's been a long time since we've seen each other. Let's get together soon.

PATRICK. I'd love to but February is shot (very busy) and March is full too. JUDY. Well, let's decide in April, then.

**most definite**

**most indefinite**

5                      4                      3                      2                      1

*Invitation V:*

JUDY. Hey Pat! Why don't you drop by Friday night. I'm having a party.

PATRICK. OK. I'll try to come.

**most definite** **most indefinite**  
 5            4            3            2            1

*Invitation VI:* PATRICK. Let's meet this week for coffee, OK? JUDY. Sure. Come to my office when you're free and I'll see if I can get away.

**most definite** **most indefinite**  
 5            4            3            2            1

*Follow-up:* What words or phrases indicate that an invitation is definite or indefinite? How is it possible to turn a definite invitation into an indefinite one? Have you had any personal experience with these kinds of invitations?

2. In pairs, write dialogues including invitations and responses. The following situations and relationships will help you decide whether to write a definite or indefinite invitation. Perform the dialogues in front of the class and have the other students guess which kind of invitation is being extended.

- Two casual friends passing each other in the school cafeteria.
- A man and a woman at a party—each seems interested in the other.
- Two instructors who are interested in each other's work.
- Two good friends who haven't seen each other for a while.
- A professor who invites a former student to his office for a social visit.

**D .  
Multiple  
Choice  
Questionnaire**

The following questions are intended to stimulate cross-cultural discussion and to help you become familiar with American customs and responses. On the multiple choice questions try to guess what an American would do. *More than one answer may be correct.*

1. When someone compliments the watch you are wearing, you would:  
*In your country:* \_\_\_\_\_  
*In the United States:*
  - a. Say, "Oh this cheap thing? It's not worth much."
  - b. Give it to him.
  - c. Say, "Thanks" and smile.
  - d. Say, "Would you like to have it?"

2. It is not considered appropriate to give compliments to:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. A woman about her husband.
- b. A man about his wife.
- c. A couple about their child.
- d. A doctor about his or her salary.

3. If someone wants to criticize the behavior of a fellow student, he or she would:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Say something to the student in front of the class.
- b. Tell the teacher to speak to the student.
- c. Speak to the student after class.

4. If students want to criticize the way a professor teaches, they should:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Go directly to the dean of the department.
- b. Ask the teacher when an appointment could be arranged in order to talk about the class.
- c. Go directly to the teacher's office with several other students and state the complaint.
- d. Tell the teacher during class time that his way of teaching is poor.

5. What would be a polite way to evade a question that you don't want to answer (e.g., "What do you think of the government in your country?")?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "It's none of your business."
- b. "I refuse to answer that question."
- c. "That question is inappropriate so I can't answer it."
- d. "Oh, I don't know. I'm not very interested in politics."

6. To which of the following statements (a, b, c, or d) would you respond "thank you"?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "You are a clever person."
- b. "Let me open the door for you."
- c. "Your face is beautiful."
- d. "Please accept this gift as a symbol of our deep friendship."

7. If someone uses a foreign word or phrase you don't know, you might:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Say, "Please repeat."
- b. Say, "I'm sorry, I didn't understand what you said. Could you please repeat that last sentence (or word)?"
- c. Say nothing and pretend that you have understood.
- d. Say, "Excuse me, but what does \_\_\_\_\_ mean?"

8. If someone gives you directions in a second language so quickly that you don't understand, you might respond:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "Could you repeat that?"
- b. "Thank you. I appreciate your help."
- c. "Excuse me, I'm still learning the language. Could you repeat that a little more slowly?"
- d. Try to repeat the directions to the person.

9. If someone offers you some food that you really don't like, you might say:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "I hate that."
- b. "Sure, I'd love some more."
- c. "I'll have just a little bit, please."
- d. "Thanks, but I'm really full."

10. You have just been asked out to dinner but you really don't want to go with the person who invited you. You might say:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "Thanks a lot but I'm busy tonight."
- b. "No, I really don't enjoy being with you."

- c. "I'm dieting so I mustn't go out to eat."
- d. "I don't think so. I already have plans."

(Note: This is a situation where Americans might not be direct.)

**11.** When asking your neighbor to lower the volume of his stereo, you might say:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. "Turn the music down."
- b. "Would you mind turning the music down? I'm studying."
- c. "You are very rude."
- d. "If you don't turn down your record player I'll turn mine up."

- E. Answer the following questions about your own culture and then discuss intercultural similarities and differences. **Cultural**
- Cross-Questions**
1. What does silence indicate in conversations? Does it always indicate the same thing (e.g., approval or disapproval)?
  2. Is it acceptable to interrupt others? If so, when?
  3. Who can criticize whom? Under what circumstances? In what manner do people make criticisms?
  4. Are there different kinds of invitations extended in your culture? Do they always result in a definite commitment (e.g., "Yes, I will come on Saturday")?
  5. How do people refuse invitations? Is it appropriate to insist on someone's accepting an invitation if he or she has refused several times?
  6. In comparing English verbal patterns with those in your own language, have you observed any differences or similarities (e.g., in giving opinions, asking advice, praising, boasting, expressing modesty, complaining, etc.)?

## Cultural Notes

1. Generally, when Americans extend invitations, they prefer to know the response ("Yes, I can come" or "No, I can't come") soon after an invitation is extended. This is particularly true of dinner and other formal invitations.
2. Complimenting can be a way of initiating conversation (e.g., "Hi, how are you? Those are beautiful earrings that you're wearing. Where

are they from?"). It is acceptable to compliment a person's material possessions (e.g., home, decorations in the home, clothes, etc.). Too many compliments given may be interpreted as insincere. Not enough compliments may be interpreted as a sign of apathy or dislike. For example: If a guest doesn't praise the quality of a dinner, the host might feel that the guest didn't like it.

3. People in some parts of the world believe that compliments are dangerous because they invite the "evil eye" (bad luck), therefore compliments in these places are not given freely. In the United States this belief does not exist. There are, however, no restrictions or superstitions related to the number of compliments that can be given.

4. There are several ways of requesting information in English. Note the differences between the informal and formal language.

*Informal*

*Can you give me directions to the city library, please?*

*Where is the cafeteria, please?*

*Do you have any information on universities in Northern California?*

*Formal*

*Excuse me, may I ask you a question?*

*Pardon me, may I interrupt you for a moment to ask you a question?*

*Excuse me, would you mind closing the window (e.g. in a bus)?*

5. In English favors may be requested formally and informally. Often a request for an important favor is more formal than a request for a less important one.

*Informal*

*Can I borrow your pen?*

*Would you lend me your library card?*

*Do you have an extra notebook that I could use?*

*Do you mind if I return your book next week?*

*Formal*

*May I please have a few extra days to complete my term paper?*

*Would you mind giving me that information?*

*Very Formal*

*Would you be kind enough to direct me to the university library? May I ask you a favor? Would you mind contacting my parents when you're in my country?*

*Would you consider* allowing me two weeks of vacation instead of one?

*Would it be at all possible* to borrow your car?

6. There are many ways of ending conversations and leaving someone before the final good-bye. Here are a few examples:

*Informal*

OK. Good talking to you. Yeah. I hope to see you around. Take care. See you later.

*Formal*

It was very nice talking to you. I hope we'll meet again soon. I do too. That would be nice. Good-bye.

7. The following are some expressions of farewell:

*Informal*

Have a nice day.  
Enjoy your weekend.  
See ya around.  
So long.  
Bye-bye.  
Bye.

*Formal*

Good-bye  
It was nice meeting you.  
Have a nice evening (day, week, etc.).

*Supplementary Vocabulary and Phrases*

**to communicate**  
**to request**  
**to demand**  
**to criticize**

**to apologize**  
**to boast**  
**to brag**  
**to protest**  
**to agree**

to refuse  
to give an opinion  
to suggest an idea  
to excuse oneself  
to congratulate

3



# *Nonverbal Communication*

*Teacher:*

I've been a teacher for ten years and I can always tell when students don't know an answer in class discussion. They either look down at their notes, stare out the window, or fix their shoelaces — but they never look

me in the eye.

*College Student:*

Mary says she likes me, but I don't know how she really feels about me. We've gone out three times and she rarely laughs at my jokes or smiles at me. She always looks bored when I talk to her.

*Customer:*

Jane was at the store trying to decide which television set to buy. A loud, overeager salesman approached her, waved his hands in her face, and nearly stood on her feet. She became so uncomfortable that she left the shop.

[A] Language studies traditionally have *emphasized* verbal and written language, but recently have begun to consider communication that takes place without words. In some types of communication people express more nonverbally than verbally. If you ask an obviously depressed person, "What's wrong?", and he answers, "Nothing, I'm fine," you probably won't believe him. When an angry person says, "Let's forget this subject, I don't want to talk about it any more!" you know that he hasn't stopped communicating. His silence and *withdrawal* continue to convey emotional meaning.

[B] One study done in the United States showed that in the communication of attitudes, 93 percent of the message was *transmitted by* the tone of the voice and by facial expressions, whereas only 7 percent of the speaker's attitude was transmitted by words.<sup>1</sup> Apparently, we express our emotions and attitudes more nonverbally than verbally.

### *Cultural Differences in Nonverbal Communication*

- [C] Nonverbal communication expresses meaning or feeling without words. *Universal* emotions, such as happiness, fear, and sadness, are expressed in a similar nonverbal way throughout the world. There are, however, nonverbal differences across cultures that may be a source of 5 *confusion* for foreigners. For example, feelings of friendship exist every-, where but their expression varies. It may be acceptable in some countries for men to embrace each other and for women to hold hands; in other countries these displays of *affection* may be *shocking*.
- [D] What is acceptable in one culture may be completely unacceptable in another. One culture may determine that *snapping* fingers to call a waiter is appropriate; another may consider this *gesture* rude. We are often not aware of how gestures, facial expressions, eye contact, and the use of 5 space affect communication. In order to correctly interpret another culture's style of communication, it is necessary to study the "silent language" of that culture.

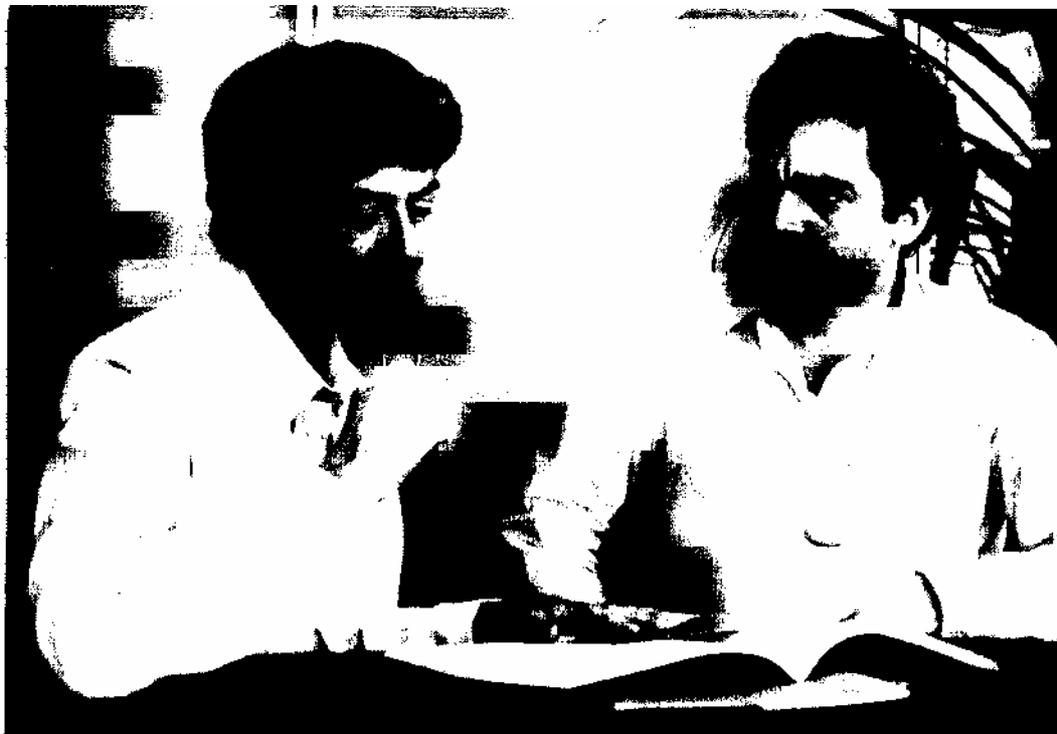
### *Gestures*

- [E] Gestures refer to specific body movements that carry meaning. Hands can form shapes that convey many meanings: "That's expensive," "Come here," "Go away," and "It's OK" can be expressed nonverbally using only hands. The gestures for these phrases may differ among languages. 5 As children we *imitate* and learn these nonverbal movements and often use them to *accompany* or replace words. When traveling to another country, foreign visitors soon learn that not all gestures are universal.



The "OK" gesture in the American culture is a symbol for money in Japan. The same gesture is *obscene* in some Latin American countries.

- 10 (This is why the editors of a Latin American newspaper enjoyed publishing a picture of former President Nixon giving the OK symbol with both hands!)



### *Facial Expressions*

[F] Facial expressions carry meaning determined by contexts and relationships. For instance, the smile, which is typically an expression of pleasure, has many functions. A woman's smile at a policeman who is about to give her a ticket does not carry the same meaning as the smile she gives to a young child. A smile may show affection, convey politeness, or *disguise* true feelings. Pain is conveyed by a *grimace*, which also signifies disgust or disapproval. Surprise, shock, or disbelief can be shown by raising the eyebrows. A wink given to a friend may mean "You and I have a secret" or "I'm just kidding." Between a man and a woman, a wink can be *flirtatious*. Our faces easily reveal emotions and attitudes.

- [G] The degree of facial expressiveness also varies among individuals and cultures. The fact that members of one culture do not express their

emotions as openly as members of another does not mean they do not experience emotions. Rather, there are cultural *restraints* on the amount of nonverbal expressiveness permitted. Given individual differences, it is difficult to make generalizations about a cultural style of communication. Americans express themselves facially in varying degrees. People from certain *ethnic backgrounds* in the United States may use their hands, bodies, and faces more than other Americans. There are no fixed rules, although it is considered negative or suspicious to have a "deadpan" expression or a "poker face." Some people can be "read like a book"; others are difficult to read.

### *Eye Contact*

[H] Eye contact is important because *insufficient* or *excessive* eye contact may create communication *barriers*. It is important in relationships because it serves to show *intimacy*, attention, and influence. As with facial expressions, there are no specific rules governing eye behavior except 5 that it is considered rude to stare, especially at strangers. It is, however, common for two strangers to walk toward each other, make eye contact, smile and perhaps even say "Hi." The strangers may immediately look away and forget that they even had any contact. This type of glance does not mean much; it is simply a way of *acknowledging* another person's 10 presence. In a conversation too little eye contact may be seen negatively because it conveys lack of interest, inattention, or even *mistrust*. The relationship between mistrust and lack of eye contact is stated directly in the expression, "Never trust a person who can't look you in the eyes."

### *Space*

[I] Unconsciously, we all carry with us what have been called "body bubbles." These bubbles are *like invisible* walls which define our personal space. The amount of space changes depending on the interpersonal relationship. For example, we are usually more comfortable 5 standing closer to family members than to strangers. Personality also determines the size of this space. *Introverts* often prefer to interact with others at a greater distance than *extroverts*. Cultural styles are important too. A Japanese employer and employee usually stand farther apart while talking than their American *counterparts*. Latin Americans and Arabs 10 tend to stand closer together than Americans when talking.



[J] For Americans, distance in social conversation is about an arm's length to four feet. Less space in the American culture may be *associated* with greater intimacy or aggressive behavior. The common practice of saying "Excuse me," or "Pardon me" for the slightest accidental touching of another person reveals an American attitude about personal space. Thus when a person's "space" is intruded upon by someone, he or she may feel *threatened and* react defensively. In cultures where close physical contact is acceptable and desirable, Americans may be perceived as cold and distant.

[K] Culture does not always determine the messages that our body movements convey. Contexts, personalities, and relationships also influence them. Therefore, no two people in any one society have the same nonverbal behavior. However, like verbal language, nonverbal communication cannot be completely separated from culture. Whether we emphasize differences or similarities, the "silent language" is much louder than it first appears.

### Comprehension Questions\*

Choose the best answer for the following questions. You will find the answer stated either directly or indirectly in the reading passage.

1. The introductory examples (*Teacher, College Student, and Customer*) are meant to show:
  - a. How words don't mean anything at all.
  - b. How students, shy college students, and eager salesmen are poor communicators.
  - c. How people interpret nonverbal communication.
2. What would be a good alternative title for this reading?
  - a. The Speaking Hands
  - b. The Silent Language
  - c. Body Bubbles
3. Four categories of nonverbal communication mentioned are:
  - a. The face, the eyes, the body, and the fingers.
  - b. Behavior, intimacy, aggression, and attention.
  - c. Gestures, facial expression, eye contact, and space.
4. In paragraph E, it is stated that:
  - a. American nonverbal communication is superior to nonverbal communication in other cultures.
  - b. We cannot communicate with oral language.
  - c. Some gestures are not universal.
5. The picture of Nixon's "OK" gesture was published in a Latin American newspaper because: [E]
  - a. Nixon is obscene.
  - b. It humorously showed cultural differences in nonverbal communication.
  - c. Political leaders use nonverbal communication frequently.
6. A smile between a boyfriend and a girlfriend differs from a smile between an angry employee and his boss. This example, like the one in paragraph F, illustrates:
  - a. Multiple functions of facial expressions.
  - b. The universality of the smile.
  - c. Disharmony at work.

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

7. The expression, "You can read her face like a book," means: [G]
  - a. She is a difficult person to understand.
  - b. She speaks with words.
  - c. She shows her feelings and emotions.
8. Why might it be inappropriate to stare at strangers? [H]
  - a. Staring can be an invasion of psychological privacy.
  - b. Staring is rude in any situation all over the world.
  - c. Staring can give one person too much power over another.
9. Body bubbles: [I]
  - a. Are permanent.
  - b. Vary with personalities, relationships, and situations, c. Are influenced only by culture.
10. When an American accidentally touches or bumps into another person, he or she may say: [J]
  - a. "Pardon me" or "Excuse me."
  - b. "Excuse me for popping your body bubble."
  - c. "I'm sorry I did not see the invisible wall around you."
11. The authors imply throughout the reading that the "silent language":
  - a. Cannot be learned.
  - b. Is less important than the verbal language.
  - c. Should be a part of language training.

### Vocabulary List

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| emphasized         | transmitted        | universal          | snapping           |
|                    |                    |                    | withdrawal-gesture |
|                    |                    | confusion          |                    |
|                    |                    | embrace            |                    |
|                    |                    | <b>affection</b>   |                    |
|                    |                    | *shocking          |                    |
| <i>Paragraph E</i> | <i>Paragraph E</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| imitate            | disguise           | restraints         | insufficient       |
| accompany          |                    |                    |                    |
| *ethnic            |                    |                    | *grimace           |
| obscene            |                    |                    | excessive          |
|                    |                    |                    | *acknowledging     |
|                    |                    |                    | disgust            |
|                    |                    |                    | mistrust           |
| barriers           |                    |                    | * background       |
|                    | *wink              |                    |                    |
|                    | intimacy           |                    |                    |
| *flirtatious       |                    |                    |                    |

\*See vocabulary exercise D.

| <i>Paragraph I</i> | <i>Paragraph J</i> | <i>Paragraph K</i> |
|--------------------|--------------------|--------------------|
| invisible          | associated         | (no new words)     |
| introverts         | accidental         |                    |
| extroverts         | intruded           |                    |
| counterparts       |                    |                    |
| threatened         |                    |                    |
| defensively        |                    |                    |

*Phrases and Expressions*

- I'm just kidding. [F]
- to have a deadpan expression [G]
- to have a poker face [G]
- to read someone's face like a book [G]
- Never trust a person who can't look you in the eye. [H]

**Vocabulary Exercises\***

A. Choose the appropriate synonym (or the word closest in meaning) from Synonyms the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

|           |          |              |
|-----------|----------|--------------|
| hug       | love     | backing away |
| went with | stressed | click        |
| indecent  | copied   | global       |
| • send    |          |              |

1. The student *emphasized* his ideas by speaking more loudly. [A]
2. His *withdrawal* from the group showed his dislike of the members in it. [A]
3. The message was *transmitted* by radio. [B]
4. Handshaking is not a *universal* gesture in introductions. [C]
5. The two cousins *embraced* each other when they met at the air port. [C]
6. *Affection* can be shown emotionally and physically. [C]
7. The dancer was snapping her fingers while she swirled in the air. [D]
8. Children learn gestures when they *imitate* their parents' movements. [E]
9. Did you *accompany* your younger brother to the movies last night? [E]
10. The young boy was punished for collecting obscene pictures. [E]

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

B. Choose the word that *best* defines the italicized word.

**Multiple Choice**

1. The sad clown tried to *disguise* his feelings by wearing a big smile. [F]
  - a. discover
  - b. expose
  - c. hide
  - d. resist
2. He showed his *disgust* for the movie by leaving in the middle. [F]
  - a. enchantment
  - b. approval
  - c. dislike
  - d. appreciation
3. The majority of citizens disagreed with the political *restraints* that the government placed on them. [G]
  - a. rights
  - b. limitations
  - c. elections
  - d. freedom
4. *Insufficient* knowledge in his work caused him many problems on the job. [H]
  - a. not enough
  - b. incorrect
  - c. inappropriate
  - d. too much
5. *Excessive* spending may result in a bank's closing your account. [H]
  - a. thrifty
  - b. exclusive
  - c. careful
  - d. extravagant
6. When there are *barriers* between two people, it is difficult for them to communicate. [H]
  - a. fights
  - b. points
  - c. obstacles
  - d. words
7. It takes time to build emotional *intimacy*. [H]
  - a. privacy
  - b. closeness
  - c. expression
  - d. sanity
8. She showed her *mistrust* of doctors by ignoring her physician's advice. [H]
  - a. love
  - b. disease
  - c. loyalty
  - d. distrust

C. First choose the correct word for the definitions. Then fill in the blanks in

**Definitions** the sentences following the definitions. Note: *You may have to change the grammatical form of the word used in the sentence.*

- |                |                  |                  |
|----------------|------------------|------------------|
| invisible [I]  | counterparts [I] | intruded [J]     |
| introverts [I] | associated [J]   | . threatened [J] |
| extroverts [I] | accidental [I]   | defensively [J]  |

1. expressed an intention of hurting or punishing \_\_\_\_\_

The teacher's \_\_\_\_\_ didn't mean anything; he never did anything about them.

2. shy, inward people \_\_\_\_\_

The \_\_\_\_\_ young woman was not hired by the public relations firm.

3. connected \_\_\_\_\_

The retired professor was \_\_\_\_\_ with the university for twenty years.

4. forced oneself on others without being asked or welcome  
\_\_\_\_\_

The \_\_\_\_\_ sensed that he was not wanted at the party.

5. happening by chance \_\_\_\_\_

The car \_\_\_\_\_ hit the tree.

6. active and expressive people \_\_\_\_\_

Do you have to be an \_\_\_\_\_ to be a comedian?

7. unable to be seen \_\_\_\_\_

In some religious schools children are taught that God is

8. people or things that correspond to others in form and function;  
equivalents \_\_\_\_\_

The dean of the sociology department felt that his \_\_\_\_\_ on other campuses were not doing their jobs well.

9. in a manner of feeling attacked and justifying quickly \_\_\_\_\_

It is difficult to communicate with people who have \_\_\_\_\_ attitudes.

D. Match the words on the left with their definitions on the right. Place the **Matching** letter of the definition in the space next to the word.

- |                  |   |
|------------------|---|
| confusion ___    | a. scowl; look of disgust   |
| shocking ____    | b. movement of the body or part of the body, especially the hands   |
| gesture_____     | c. showing awareness or recognition of  |
| grimace          | d. showing sexual or romantic interest  |
| wink             | e. pertaining to a minority or national group that is part of a larger community (e.g., Blacks or Chinese Americans in the U. S.) |
| flirtatious ____ | f. disorder; chaos  |
| ethnic _____     | g. appalling; very surprising   |
| backgrounds _    | h. closing and opening of one eye   |
| acknowledging_   | i. environments; surroundings; origins  |

### Conversational Activities

A. The following are some of the more common gestures in American **Gestures** English. These are specific movements that are made with hands, arms, and shoulders; each movement has a specific meaning. Demonstrate and practice them in class.

Form

Common Possible Meaning



OK

Form

Common Possible Meaning



Good luck; I hope it works out.



Don't ask me; I don't know.



I didn't hear you; I can't hear you



Cut; that's enough; stop or it's all over for me

**Form**

**Common Possible Meaning**



Oh, I forgot!  
Don't tell me (surprised)



Wait a second;  
Slow down;  
Relax



Come here

*Note:* Ask your teacher to demonstrate gestures that convey boredom, excessive talking and money.

*Follow-up:* Which, if any, of these gestures are different from gestures in your language? In what situations do you use gestures? Are there some gestures you shouldn't use with certain people?

*Activity:* Act out the following situations, practicing the gestures listed above and those demonstrated by your teacher.

You can't hear your friend's voice.

You want a child to come to your side.

Your friend has just walked into the class to take an important examination. Wish him or her good luck.

Somebody has asked you a question and you don't know the answer. You want to tell your friend that the lecture is boring.

You signal to your friend that the person on the phone is talking too much.

You are ready to enter the restaurant when you notice that a simple dinner costs almost \$25.00.

B. **Charades** Pantomime ideas and emotions to the rest of the class. Think of sentences or phrases to illustrate nonverbally. For example:

I'm mad! This is delicious!

Your baby is beautiful!

Please leave.

Write down your ideas, feelings, and expressions and give them to other class members to act out, or act them out yourself. Do not use any words. See if the other class members can guess the meanings.

C. Nonverbal cues or behavior can carry negative meaning in certain Nonverbal situations and in others, positive meaning. For instance, when a father Cues stares at his son who has just received an F (fail) on an exam, the father's stare conveys something negative. However, when a painter stares at a model who is about to be painted, the painter's stare does not have a negative meaning. In this exercise, indicate whether you feel the nonverbal cues listed are negative or positive. There are four possible relationships given for each one.

*Directions:* Place a (+) in the blanks in which the nonverbal cue is positive and a (—) in the blanks in which the cue is negative. Place a (+)

and a (—) if you feel the cue can be either. Leave empty if you have no reaction or feel that the cue is neutral.

| + = positive                   | — = negative   | At a party (first meeting) |              |
|--------------------------------|----------------|----------------------------|--------------|
| In the classroom               |                |                            |              |
| <i>student</i>                 |                | <i>man</i>                 | <i>woman</i> |
| <i>teacher</i>                 | <i>teacher</i> | 4                          | 4            |
| Example: yawning               |                |                            |              |
| no eye contact hands on hips   | <i>student</i> | <i>woman</i>               | <i>man</i>   |
| prolonged silence nodding      |                |                            |              |
| leaning forward impassive fare |                |                            |              |
| leaning away crossing arms     |                |                            |              |
| sitting close smiling          |                |                            |              |

---

*Discuss:* Compare your responses with those of the other class members. Were any cues positive in one situation and negative in another? Were any neutral? Did you disagree with the other class members? If so, why?

- D. In pairs (if possible, with two people from the same culture\*) write a **Role-Plays** dialogue *in your own language* and in English using the following situation. First perform the dialogue in front of the class in your own language. Then perform the same scene in English. The class members will comment on the nonverbal behavior they observe in both scenes.

\*Note: If class members are from one culture, role-play different situations (e.g., meeting a friend at a party, making a date, returning a bad product to a store manager).

*In an office:*

|         |          |
|---------|----------|
| student | desk two |
| teacher | chairs   |

The student is entering his or her professor's office to discuss a problem. After a short conversation, the student leaves the office.

*Discuss:* Did you feel or observe any nonverbal differences when languages were changed? Were you more comfortable in one language than in another? Do your body movements change when you are speaking a foreign language? If so, how?

- E.** The purpose of this activity is to develop observational skills and to discuss nonverbal communication.

**Observation Task**

*Directions:* Work in pairs or in groups of three or four. Observe people's gestures, touching, eye contact, and their use of space. Record your observations in the spaces provided. After the observation, meet with class members and discuss the follow-up questions.

*Some recommended areas where you can make observations are:*

|                       |              |
|-----------------------|--------------|
| school cafeteria      | coffee shops |
| outdoor seating areas | book store   |
| bus stops             | classrooms   |
| library               | elevators    |

*Space:*

during greetings and farewells:

between men and women (sitting and standing):

between men and women (sitting and standing):

between members of the same sex (sitting and standing):

between friends; between strangers:

*Eye Contact and Touching:*

during greetings and farewells:

between men and women engaged in conversations:

between members of the same sex:

between strangers approaching each other (specifically eye contact):

*Gestures:* (hand and facial)

during greetings and farewells:

between men and women:

between members of the same sex:

between strangers:

*Follow-up:*

1. How close to each other do people stand or sit?
2. How much touching takes place?
3. What do you notice about eye behavior?
4. What gestures do people use?

5. Can you tell when a conversation is going to end? How?
6. What are the feelings between two people talking? How does each show interest in the other person?
7. Can you interpret the social relationships between two people talking (e.g., close friends, students, teacher-student, boyfriend-girlfriend)?

F. There are several ways of making observations. One way is simply to **Nonverbal** describe what you see. Another way is to give an opinion **Communi-** or make a judgment about your observation. For example:

**cation:** Men do not maintain frequent eye contact with each other.  
**Description and Opinion** (*Description*)

Men do not seem to feel close to each other. (*Opinion*)

After each one of the following statements, check either *description* or *opinion* depending on the type of observation made.

|  | Description | Opinion |
|--|-------------|---------|
| 1. The woman was aggressive because she stood close to the man.                          |             |         |
| 2. The two men embraced each other two times before leaving.                             |             |         |
| 3. The woman stood three feet from the man.  |             |         |
| 4. They are superficial because they smile at each other even though they are strangers. |             |         |
| 5. Their farewell was cold because they didn't touch each other.                         |             |         |
| 6. The two women walked arm-in-arm for an hour.  |             |         |
| 7. Because fathers and sons do not hug, they do not love each other.                     |             |         |
| 8. The teacher did not stand near the children.  |             |         |

*Questions to think about:*

In the *Observation Task* activity (E), what kind of observations did you make: descriptive or judgmental (i.e. based on opinion)? What, if any, might be the problem with opinionated or judgmental observations in a foreign culture? Is it possible to make purely descriptive observations?

**G .  
Multiple  
Choice  
Questionnaire**

The following questions are intended to stimulate cross-cultural discussion and to help you become familiar with American customs and responses. On the multiple choice questions try to guess what an American would do. *More than one answer may be correct.*

1. Signaling a waiter is done by:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Snapping the fingers.
- b. Whistling.
- c. Raising one hand briefly.
- d. Saying, "Waiter" and signaling to him.

2. How do people politely end conversations nonverbally?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. They look at their watches.
- b. They look away from the speaker.
- c. They backup slowly.
- d. They stop talking abruptly.

3. The best way to get a teacher's attention is to:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Snap your fingers.
- b. Raise your hand until the teacher calls on you.
- c. Raise a hand and lower it when the teacher notices that you have a question.
- d. Call out the teacher's name.

4. Nonverbally, how would you get the attention of a busy secretary in an office?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Stand by the door and wait until the secretary looks at you.
- b. Stand close to the secretary until you are noticed.
- c. Sit down near the secretary and remain silent until you are noticed.
- d. Tap the secretary on the shoulder.

5. If a student does not understand a point that a teacher makes in class, it is best to:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Raise a hand and ask for clarification.
- b. Look confused.
- c. Remain silent and ask the teacher after class.
- d. Leave the class.

6. How do you motion to a person nonverbally to come to you?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. Extend both arms in front of you and wave the person over with your palms up.
- b. Roll your eyes in the direction you want the person to come.
- c. Extend one arm in front of you and wave the person over with your palm up.
- d. Extend one arm in front of you and wave the person over with your palm down.

H. Answer the following questions about your own culture and then discuss intercultural similarities and differences. **Cultural Questions** 1. Do you recall from your childhood how you learned aspects of non-verbal language (space, gestures, etc.)?

2. Are there any expressions or proverbs in your language that say something about nonverbal communication?
3. What kind of impressions do people form of one another based on nonverbal behavior (e.g., "I don't trust him because he stares at people.")?
4. What should a foreigner learn about nonverbal communication in your country before going there?

## Cultural Notes

1. Because the United States is a nation of many minority groups (Blacks, Mexicans, Chinese, Italians, Jews, Japanese, Koreans, Arabs, Vietnamese, etc.), it is difficult to make generalizations about American nonverbal communication. For example, touching behavior among Mexican-Americans differs from that of Anglo-Americans. For the Anglo-American, touching is more restricted. The Anglo-American male rarely touches or embraces other males. Distance is usually greater between men in the Anglo-American culture than between men in the Mexican-American culture.

2. Edward Hall, in his book *The Hidden Dimension*, discusses four categories of informal use of space among white professional-class Americans:<sup>2</sup>

|  |   |
|--|---|
| <i>For intimate friends</i>                  | From actual physical contact to 18 inches |
| <i>For friends and personal conversation</i> | 18 inches to 4 feet                       |
| <i>For impersonal conversation</i>           | 4 feet to 12 feet                         |
| <i>For public speaking</i>                   | 12 feet or more                           |

3. During the "farewell" stage of a conversation Americans will often move gradually away from each other and decrease eye contact. This, of course, is not a rule but it does happen.

*For example:*

"It was nice meeting you." (at 1 foot apart) "Hope to see you again sometime." (at 6 feet apart) "Take care." (at 15 feet apart)

*Supplementary Vocabulary*

|                 |            |             |
|-----------------|------------|-------------|
| to move         | to whistle | to retreat  |
| to make contact | to mumble  | to withdraw |
| to back away    | to recline | attraction  |
| to yawn         | to advance | posture     |
| to sigh         |            |             |

4



# Personal Relationships

[A] What is meant by the word "friend"? The dictionary defines it as: "one attached to another by affection or *esteem*." Americans use the word freely—that is, a friend may or may not be a person to whom there is a great attachment. A friend might be a casual *acquaintance* or an intimate *companion*.<sup>1</sup> Friends may have known each other since childhood or they may have recently met. It is difficult to *formulate a precise* definition of this word as it is used in the United States, because it covers many types of relationships. "My friend and I went to the show last night." "My friends gave me the name of a good doctor." "My friend *consoled* me 10 when I was depressed." We hear such daily *references* to the word "friend" without knowing the quality of the friendship referred to.

## *Circles of Friends*

[B] It is common for Americans to have different "circles of friends" such as church friends, work friends, or sports friends. A person may choose not to involve members of different circles in the same activity.<sup>2</sup> (One's friends from the office may never meet one's friends from the sports club.) Terms such as "office mate" and "tennis *partner*" indicate the *segregation* of friends. The office mate is a friend in the office and the tennis partner is a friend on the courts. People have different types of friends: one may have many good friends and one best friend. "Best friends" are usually two people of the same sex who have known each other for a long period of time. People usually have more casual friends than close or best friends.

## *Mobility and Friendship*

[C] Americans are geographically *mobile* and learn to develop friendships easily and quickly. Approximately one out of every five American



families moves every year.<sup>3</sup> People *relocate* because they begin new jobs, attend distant colleges, get married, have children or simply want a  
5 change in their lives. Perhaps as a consequence of this, people form and end friendships quickly. Students attending two or three universities during their undergraduate and graduate years may change their circles of friends several times.

- [D] Relationships based on a common activity may *fade* or end when the activity ends. Students might meet in classes and remain friends for the *duration* of the course and then stop seeing each other after the final examination. The same holds true for neighbors who are the closest of  
5 friends until one moves away. In these friendships, shared daily experiences form the *foundation* for the relationship. *Enduring* friendships develop when individuals have similar interests and a common *outlook* on life. The high rate of mobility in the United States can explain a great deal about *transient* friendships.

*Instant Friendships*

[E] It is easy to be misled by instant friendships which may appear to be deep and personal but are really *superficial*. Friendship and friendliness are not synonymous. Friendliness characterizes much of American daily interaction but is not always an indication of friendship. Strangers may 5 share life histories without any intention of *pursuing* a relationship. Characterizing instant friendships is the appearance of two people becoming close but, in reality, there is no strong bond between them. Brief *encounters* do not always imply *desire* for further contact. Many people frequently smile or say, "Have a nice day" or "See ya later," or even 10 extend an invitation as part of a cultural pattern of politeness. Such expressions do not always suggest an offer of continued friendship.



### *Male-Female Relationships*

[F] In the United States men and women *socialize* relatively freely and develop a variety of relationships. Single people of opposite sexes may be close friends and share personal problems with each other without being romantically involved. There are no fixed rules for romantic or 5 intimate relationships but there are restraints. Men and women interact in varying degrees of *intensity*. Dating may be serious or casual. A couple may *terminate* a relationship after three dates or may date *steadily* and *exclusively* for a long period of time. They may date with or without the intention of getting married. *Alternatively*, people may choose to have 10 *multiple* dating partners so as not to become too seriously involved with one person. The commitment and obligations of people who are dating depend principally on the couple's attitude.

[G] Married men and women sometimes consider each other best friends as well as *spouses*. They also socialize with members of the opposite sex either as couples or independently. (A working wife may have a close male friend at her job.) This does not mean that there are no constraints 5 on the married man or women. The limitations of these relationships are not always visible but they do exist. Most, but not all, married American couples practice *monogamous* relationships.

### *Intercultural Friendships*

[H] With foreign visitors (students, businesspeople, tourists), Americans may not always be the first ones to begin friendships. It is possible that some Americans, because of their linguistic and geographic *isolation*, are hesitant about interacting with foreigners. However, it is 5 important to know that Americans are receptive to developing friendships with international visitors. In general, it is advisable to approach Americans first in order to initiate friendships. One foreign student, after having lived in the United States for several years, said that the most important advice he could give to newcomers would be, "Don't be 10 *passive* when it comes to making friends with Americans. Begin conversations, extend invitations and make the first move."

[I] A characteristic of American personal relations is the absence of fixed rules governing them. Therefore, a variety of friendships are possible in the United States. Even within a person's own culture, recognizing when a relationship has the *potential* to develop into a friendship is not always

easy. When one is living in a foreign country, one is faced with unfamiliar friendship patterns which add to the *challenge* of initiating and maintaining meaningful relationships.



### Comprehension Questions \*

Choose the best answer for the following questions. You will find the answer stated either directly or indirectly in the reading passage.

1. Another title for this passage could be:
  - a. Complex Interpersonal Relationships
  - b. American Insincerity in Friendships
  - c. Friendship and Dating in the United States
2. According to the reading passage, the word "friend" in English is: [A]
  - a. Impossible to define.
  - b. Used very generally.
  - c. Used too freely in the United States.
3. A "circle of friends" refers to: [B]
  - a. A closed, secretive group of friends.
  - b. A group of friends in a dance group.
  - c. A group of friends who have a common interest.
4. What is the relationship between the "office mate" and the "tennis partner"? [B]
  - a. They are part of the same circle of friends.
  - b. Both terms demonstrate the categorization of friends.
  - c. The "office mate" never plays tennis; the "tennis partner" never works in an office.
5. One effect of mobility on friendships might be: [C]
  - a. A lack of permanence.
  - b. A termination of every relationship.
  - c. Stability.
6. The friendship between neighbors who move away may fade because: [D]
  - a. They can no longer be close friends.
  - b. They have no fixed group of friends.
  - c. They no longer share daily experiences.
7. Instant friendships lack: [E]
  - a. Strong commitment.
  - b. Interesting conversations.
  - c. Friendliness.

The capital letter in brackets refers to the corresponding paragraph in the reading.

8. "In the United States men and women socialize relatively freely." This means: [F]
- Everyone believes in free love.
  - There are fewer social restraints on male-female relationships in the United States than in some other countries.
  - Men and women don't have to pay for anything they do.
9. Married men and women "socialize with members of the opposite sex either as couples or independently." This means: [G]
- Married men and women are not faithful to each other.
  - Married men and women are not restricted from interacting with members of the opposite sex.
  - Married men and women can do whatever they want.
10. Why might geographic and linguistic isolation cause some Americans to be hesitant about interacting with foreigners? [H]
- Some Americans have not been exposed to foreigners and do not know how to act with them.
  - Some Americans have been taught never to extend their hospitality to foreigners.
  - Most Americans speak only one language.

## Vocabulary List'

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| esteem             | partner            | *mobile            | fade               |
| acquaintance       | segregation        | relocate           | duration           |
| companion          |                    |                    | foundation         |
| formulate          |                    |                    | enduring           |
| precise            |                    |                    | outlook            |
| consoled           |                    |                    | transient          |
| *references        |                    |                    |                    |

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| * superficial      | * socialize        | spouses            | isolation          |
| pursuing           | * intensity        | monogamous         | passive            |
| encounters         | terminate          |                    |                    |
| * desire           | steadily           |                    |                    |
|                    | exclusively        |                    |                    |
|                    | * alternatively    |                    |                    |
|                    | multiple           |                    |                    |

\*See vocabulary exercise D.

long

*Paragraph 1*

potential  
challenge

*Phrases and Expressions*

a great deal [D]  
to be romantically involved [F]  
to become serious about someone [F]  
to make the first move [H]

**Vocabulary Exercises \***

A. First choose the correct word for the definitions. Then fill in the blanks in Definitions the sentences following the definitions. Note: *You may have to change the grammatical form of the word used in the sentence.*

esteem [A]                      formulate [A]                      partner [B]  
acquaintance [A]                      precise [A]                      segregation [B]  
companion [A]                      consoled [A]

1. a person who takes part in an activity with another; one engaged in the same business as another \_\_\_\_\_

Unfortunately, the doctor's business \_\_\_\_\_ was unsuccessful and caused the doctor to lose thousands of dollars.

2. clearly expressed; definite; exact \_\_\_\_\_

The novelist writes with \_\_\_\_\_ .

3. a person someone knows \_\_\_\_\_ .

Most people say "hi" to friends and \_\_\_\_\_ .

4. one who accompanies or spends time with another; a friend

The older woman never goes anywhere without her \_\_\_\_\_

5. to express or reduce to a formula; to express in a systematic way

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

The student became nervous when trying to \_\_\_\_\_  
his ideas in front of the teacher.

6. comforted; gave solace \_\_\_\_\_

The grieving man was \_\_\_\_\_ by his daughters.

7. separation; isolation from a group \_\_\_\_\_

It is illegal to \_\_\_\_\_ schoolchildren from each other  
because of skin color.

8. respect \_\_\_\_\_

The student held his professor in high \_\_\_\_\_.

B. Choose the word that *best* defines the italicized word.

**Multiple Choice** 1. The executive and his family *relocated* five times in three years. [C]

- a. succeeded
- b. profited
- c. lost
- d. moved

2. Each year the two friends wrote to each other less and less and eventually their friendship *faded*. [D]

- a. appeared gradually
- b. appeared suddenly
- c. disappeared slowly
- d. ended quickly

3. Her work schedule determined the *duration* of their trip. [D]

- a. location
- b. enjoyment
- c. cost
- d. length

4. The building could not withstand the earthquake because the *foundation* was poorly designed. [D]

- a. base
- b. lighting
- c. furniture
- d. roof

5. The couple attributed their *enduring* love to their complete trust in each other. [D]

- a. jealous
- b. dying
- c. lasting
- d. passionate

6. A positive *outlook* is necessary for a happy life. [D]

- a. personality
- b. thinker
- c. answer
- d. attitude

7. A friendship which is *transient* may last, for example, 3 days, 3 weeks or 3 months. [D]
- a. not permanent
  - b. active
  - c. permanent
  - d. not important
8. The woman became irritated when the strange man began *pursuing* her. [E]
- a. confusing
  - b. following
  - c. staring at
  - d. leading
9. Brief *encounters* do not always result in further contact. [E]
- a. successes
  - b. parties
  - c. arrangements
  - d. meetings
10. The president *terminated* the meeting early. [F]
- a. cancelled
  - b. began
  - c. ended
  - d. continued
11. Because the worker progressed *steadily*, the boss was pleased. [F]
- a. poorly
  - b. quickly
  - c. slowly
  - d. continuously
12. They dated each other *exclusively* for two years. [F]
- a. only
  - b. happily
  - c. slowly
  - d. rapidly
13. Sometimes parents encourage their teenage children to have *multiple* dating partners. [F]
- a. several
  - b. hundreds of
  - c. younger
  - d. older

C. Read the definitions of the following words and note what parts of speech they are. Use them in sentences.

**Words in Sentences**

1. spouses [G]: partners in marriage; husbands or wives (noun)
  
2. monogamous [G]: having one spouse or lover at a time (adjective)

3. isolation [H]: the state of being apart or alone (noun)
  
4. passive [H]: taking no active part; submissive (adjective)
  
5. potential [I]: something that has possibility for development or growth (noun)
  
6. challenge [I]: a task that calls for special effort or dedication (noun)

D. Choose the correct word form for each sentence. Make verb tense **Word Forms** changes, make nouns singular or plural, and use active or passive voice as applicable.

1. references, (to) refer, reference [A]
  - a. Although I searched for hours in the library, I did not find three important \_\_\_\_\_ that I needed.
  - b. Where is the \_\_\_\_\_ book that you told me about?
  - c. "Please \_\_\_\_\_ to the back of the book for the bibliography," said the teacher.
  
2. mobile, mobility [C]
  - a. Sociologists are studying the high rate of \_\_\_\_\_ in the United States.
  - b. The family enjoyed their \_\_\_\_\_ home because they were able to travel frequently.
  
3. superficial, superficially, superficiality [E]
  - a. Professors encourage their students not to do \_\_\_\_\_ work.
  - b. The young woman stopped going out with her boyfriend because she didn't like his \_\_\_\_\_.
  - c. It seemed that the teacher didn't know the answer because she explained it \_\_\_\_\_.

4. desire, (to) desire, desirable, desirous [E]
- a. It is \_\_\_\_\_ to sleep eight hours before taking an exam.
  - b. After five years in a famous cooking school, he fulfilled his \_\_\_\_\_ to become a great chef.
  - c. "You may have whatever you \_\_\_\_\_," said the bride to the groom.
  - d. In the novel the older man had been \_\_\_\_\_ of the younger woman for several years.
5. socialize, social, socially, sociable [F]
- a. The business partners also saw each other \_\_\_\_\_.
  - b. The hostess was not feeling very \_\_\_\_\_ when her guests arrived.
  - c. "Don't \_\_\_\_\_ while you're working," said the boss angrily.
  - d. What \_\_\_\_\_ activities are available to university students?
6. intensity, intense, (to) intensify, intensely [F]
- a. The authors worked with such \_\_\_\_\_ during the day that they were exhausted at night.
  - b. The \_\_\_\_\_ light hurt the drunk man's eyes.
  - c. Her son was working so \_\_\_\_\_ that she didn't want to disturb him.
  - d. His love for his wife \_\_\_\_\_ when she showed that she trusted him.
7. alternatively, (to) alternate, alternatives, alternate [F]
- a. The commander made an \_\_\_\_\_ plan in case the first one failed.
  - b. The social worker \_\_\_\_\_ between loving and hating his work.
  - c. The student could stay up all night to finish her term paper. \_\_\_\_\_, she could do it in the morning.
  - d. There are \_\_\_\_\_ to nuclear energy.

## Conversational Activities

A. A proverb is a short, popular saying expressing a well-known truth or **Proverbs fact**. A quotation is a passage that is taken word for word from the author. **and Quotations** Proverbs and quotations serve to communicate attitudes, values, and beliefs. The following is a list of proverbs and quotations on the theme of friendship. Read them and discuss the questions that follow.

### Quotations

Friendship is the inexpressible comfort of feeling safe with a person having neither to weigh thoughts nor measure words.

GEORGE ELIOT, pen name for Mary Ann Evans  
(*English novelist, 1819-1880*)

Don't walk in front of me  
I may not follow  
Don't walk behind me  
I may not lead  
Walk beside me  
And just be my friend.

ALBERT CAMUS (*French writer  
born in Algeria, 1913-1960*)

### Proverbs<sup>4</sup>

*Italian:*

Everyone's friend is no one's friend.

*Chinese:*

Cooked at one stirring makes friends too easily.

*German:*

In trade and commerce friendship ceases.

Friends are made in wine and proved in tears.

When you require nothing, go to your friends.

*Arabic:*

If your friend be honey, do not eat him.

Don't wash the cup of friendship with vinegar.

*Spanish:*

There is no better mirror than an old friend.

Among soldiers and friends compliments are superfluous.

*Persian:*

It is rest to take trouble for a friend.

One is never a friend by force.

*English:*

You may find your worst enemy or best friend in yourself.

Make new friends and keep the old; one is silver and the other gold.

*Discuss:*

What do these quotations and proverbs suggest about the meaning of friendship?

Do you know any other proverbs on friendship?

B. Friendship is universal; a close friend is a close friend anywhere. There are qualities we all admire in friends and things all of us would do for friends. The purpose of the following set of questions is to enable you to share your views on friendship with other class members. Answer the questions individually and then discuss your responses in small groups. Which questions elicit a wide variety of responses? Do you think any of the responses are influenced by culture?

1. In your country, where, when or how did you first meet most of your friends? Check as many as apply.

- |  |  |
|--|--|
| <input type="checkbox"/> childhood         | <input type="checkbox"/> jobs                  |
| <input type="checkbox"/> within the family | <input type="checkbox"/> neighbors             |
| <input type="checkbox"/> sports            | <input type="checkbox"/> college or university |
| <input type="checkbox"/> organizations     | <input type="checkbox"/> from other friends    |
| <input type="checkbox"/> high school       |  |
| other _____                                |  |

2. How many years have you known your closest friend?

- less than one year
- one to five years
- five to twelve years
- twelve to twenty years
- more than twenty years

3. In your country, did you have close friends from different countries? YES NO If so, which countries?

Are your friends members of other religious groups? YES NO  
If so, which religions?

4. Are most of your close friends of the same sex as you, or of the opposite sex? Check one.

- . my sex
- . half are men and half are women
- . opposite sex

Are there any societal attitudes that encourage or discourage friendships between people of the opposite sex?

Are friendships with people of the opposite sex different from friendships with people of the same sex? If so, how?

5. Are most of your friends:

- a. married men
- b. married women
- c. single men

- d. single women
  - e. married couples
6. Do you prefer going out with a group of friends or with one or two friends? Explain your preferences.

Do couples (married or unmarried) usually go out with groups of people, with one other couple, or alone?

7. What qualities do you like in a friend? Check the five that you think are the most important.

- sense of humor
- intelligence
- warmth
- physical beauty
- loyalty
- independence (i.e., your friend is not too dependent on you)
- complete honesty
- similar religious beliefs
- similar political beliefs
- similar educational background

8. Which of the following actions or types of behavior would probably end a friendship of yours? Circle all that apply.

- a. lending money to a friend
- b. borrowing money from a friend
- c. spending too much time together
- d. one friend becoming involved with someone you didn't like
- e. getting married

- f. having children
- g. getting divorced
- h. changing political views
- i. changing religious views
- j. moving away
- k. one becoming more successful than the other
- l. changing professions

Have you ever lost a friend for any of these reasons? Are there other reasons for which friends terminate their relationships?

- C. Divide into small groups (three to five people) and analyze the following **Case Studies\*** case studies. First have someone *read* the case study aloud. Second, try to *identify* the problem(s) and the misinterpretation(s). Use the follow-up questions to aid your discussion. Finally, choose someone to *summarize* your discussion for the rest of the class.

#### A DATE WITH MONA<sup>S</sup>

John: an American student abroad

Mona: a classmate from the country in which John is studying

John is abroad studying history and languages. It is in his history class that he becomes friendly with a young woman, Mona. John soon discovers that Mona's father is one of the country's well-known historians and that he has written several books. Since John is interested in history, Mona invites him to her home to have dinner and meet her family. The warmth and friendliness of the family is exceeded only by the huge feast Mona's mother prepares. John is very happy. He doesn't have much chance to meet Mona's mother and sisters since they eat in another room. Nevertheless, he has a pleasant discussion with her father and two brothers. Later that evening he is able to talk with Mona in her parents' presence.

A few weeks later Mona invites John to another elaborate meal and discussion with her father. Again, the women disappear after serving

\*Note: Case studies are usually brief stories about everyday occurrences which contain a problem for groups to solve. We use intercultural case studies primarily to gain insight into cultural problems and to discover ways of resolving conflicts of values, attitudes, or feelings.

the meal. However, this time the father and brothers must leave early. Mona joins John and they spend the evening talking alone in the living room while Mona's mother is working in the kitchen.

John wants to express his appreciation to Mona and invites her to his apartment for dinner. John tells Mona that although he lives alone in a small apartment and cooking is difficult, he would like to try cooking a meal for her. He jokingly tells Mona, "Maybe you can teach me how to prepare your food properly!" Suddenly, Mona gets very angry and says, "I didn't know you thought I was that kind of girl!" She walks away almost crying. John asks himself, "What did I do wrong?"

First analyze why Mona is hurt and angry. Then consider the following questions:

1. What special rules or customs seem to govern hospitality and eating in Mona's family?
2. John thought that he could extend this kind of dinner invitation to an American woman and so he assumed he could do the same with Mona. What was wrong with his assumption?
3. What do you think are the rules governing male-female relationships in Mona's culture? What other ways might John have shown his appreciation to Mona?

#### A FRIEND OF A FRIEND <sup>6</sup>

Michael: an American graduate student abroad

Mr. Umm: Michael's best friend in the foreign country

Mr. Tahh: Mr. Umm's older friend

Michael is a graduate student in a foreign university. He is a good friend of Mr. Umm, who lives in the dormitory for graduate students. They share a similar sense of humor and enjoy many activities together. Since Michael is interested in architecture, Mr. Umm decides that it would be a good idea for Michael to meet his older friend Mr. Tahh, a professor of design at the university. First he tells Michael all about Mr. Tahh's architectural research. As it turns out, Mr. Tahh's research is exactly what Michael needs for his thesis.

Michael is so excited that the next day he goes directly to Mr. Tahh's office, introduces himself, and briefly mentions Mr. Umm's name. The two men spend several hours discussing their research ideas.

That evening Michael tells Mr. Umm how much he enjoyed meeting Mr. Tahh. Mr. Umm reacts coldly: "Yes, I heard you both met. I hope your research goes well." His serious tone tells Michael that something is wrong, but Michael has no idea what the problem might be.

First analyze Mr. Umm's reaction and Michael's confusion. Then consider the following questions:

1. What do you think might be the rules for introductions in Mr. Umm's culture?
2. Michael met Mr. Tahh as he might have met a professor in his American university. Why was this inappropriate in Mr. Umm's culture? How might Michael have avoided the problem?

#### LUNCHEON DATE

Randy: an American student

Suun: a male foreign student in the United States

Randy has been working for two months with Suun on a class project. They enjoy working on the project and studying for the exams together. Suun is eager to become close friends with Randy. One day, Suun invites Randy to lunch. Randy declines and tells his classmate that he has work to do and football practice to go to later that day.

That afternoon, Suun sees Randy with his girlfriend in a nearby coffee shop. The next week in class Randy senses that Suun is not interested in the class project any more. It seems that Suun is trying to avoid him. Randy can't understand what has happened to their relationship.

First analyze Suun's reaction and Randy's confusion. Then consider the following questions:

1. What type of friendship, did the foreign student want? What type of friendship did Randy want?
2. Why didn't Randy decline Suun's invitation honestly?
3. How do you decline invitations without hurting people?

#### MALIYTA'S PARTY EXPERIENCE

Maliyta: a newly arrived foreign student in the United States

Jan: Maliyta's American friend

Maliyta is anxious to make friends at school. Her friend Jan invites her to a party where she is the only international guest. At the party she meets several people who ask her many questions and show a deep interest in her culture. Some of them tell her to "drop by" their apartments and say that they hope to see her at school. She gives her apartment

number to several people and tells them to come by her house, which is near the school.

Several weeks pass but nobody from the party comes to Maliyta's house except Jan. Maliyta wants to ask her friend why the other American students don't come to visit her but she is too hurt and proud to ask. Jan knows Maliyta feels lonely but she can't understand why. At school Maliyta is well-liked by her classmates. Jan also remembers that her friends really enjoyed meeting Maliyta at the party.

First analyze the problem and then consider the following questions:

1. Do you think the Americans at the party were insincere or sincere in their interest in Maliyta's culture?
2. Why didn't the people Maliyta met at the party "drop by" her house? What do you think happens in Maliyta's country when people invite others to "come by"?
3. What could Jan have told Maliyta to help her understand American friendships?

- D. Cross-Cultural Questions** Answer the following questions about your own culture and then discuss intercultural similarities and differences.

1. If dating is an institution in your country, when do people begin to date? Are the rules for dating the same for men and women?
2. How important is dating? What are other ways that men and women meet?
3. What are common dating activities? Are chaperones present on dates? What role do parents play in dating? Does the man have to meet the parents before he takes the woman out?
4. Can the couple see each other often or even live together before marriage?
5. If dating is not common in your country, how are marriage partners found or arranged?
6. What are marriage ceremonies like in your country?

## Cultural Notes

1. In the United States the terms "boyfriend" and "girlfriend" are used differently depending on which sex uses the words. If a man uses the term "girlfriend" or a woman uses the term "boyfriend," romantic involvement is implied. However, a woman may say, "I'm going to meet my girlfriend today" (meaning a close friend); but most males would *not* say, "I'm going to meet my boyfriend." Instead, they would say, "I'm going to meet a friend of mine today."

2. Traditionally the man took the initiative to invite a woman on a date. This tradition is changing: it is becoming more common for a woman to ask a man out. The invitation does not always imply a romantic interest, but may be a way of "getting to know someone."

3. A changing custom that can create problems for both men and women is the question of "who pays for whom?" on dates. Traditionally men have paid the expenses on dates regardless of whether the couple's relationship is intimate or merely friendly. Currently some women feel more comfortable paying for themselves and may occasionally pay for the man. "Dutch treat" refers to a date where each individual pays for him/herself. There are no fixed rules for payment.

4. Gift-giving to friends is not marked by any fixed rules. Usually, gift-giving occurs on special occasions such as birthdays, anniversaries, weddings, and holidays. Outside of these occasions gift-giving is less prescribed:

*Dates:* Usually gifts are not exchanged with one's date or the parents of the date.

*Dinner invitation at a home:* Here it may be appropriate to bring a "token" gift such as flowers, wine, or candy.

*Extended visits/host families:* If one is invited for an extended stay in someone's home (two days or more), a gift is appropriate. This gift could be a nice present, a restaurant invitation, or even an offer to cook dinner for the family. (The host/hostess may refuse the offer.)

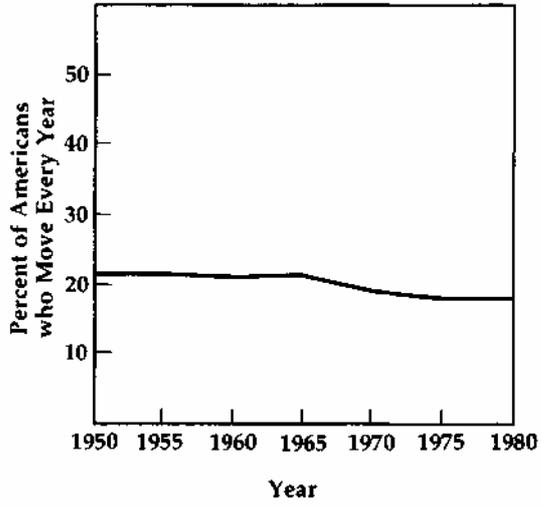
5. Friends may not always seek help and advice from other friends. Occasionally professional guidance will be sought to resolve personal problems. Professional guidance offers an alternative for people who do not wish to "burden their friends" or for people who need expert advice. Family, marital, and school counselors, private therapists, psychologists, and social workers are a few examples of people who offer professional guidance.

*Supplementary Vocabulary and Phrases*

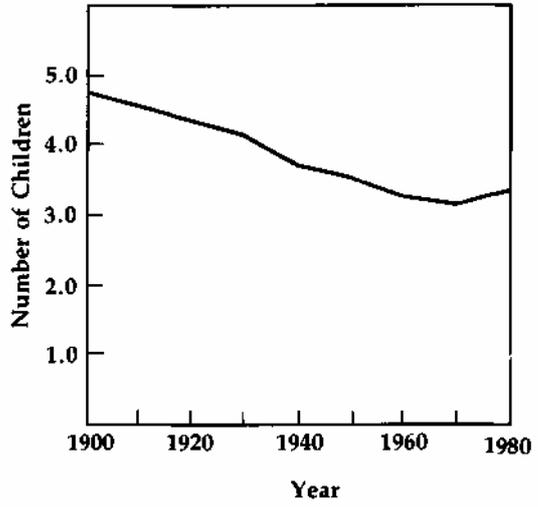
|                                  |                           |
|----------------------------------|---------------------------|
| to confide in someone            | to be engaged to someone  |
| to trust someone                 | to let someone down to    |
| to rely on someone               | reciprocate common        |
| to feel comfortable with someone | interests loneliness      |
| to empathize with someone        | fiance, fiancée affection |
| to sympathize with someone       |                           |
| to be hurt by someone            |                           |
| to be disappointed in someone    |                           |

# 5

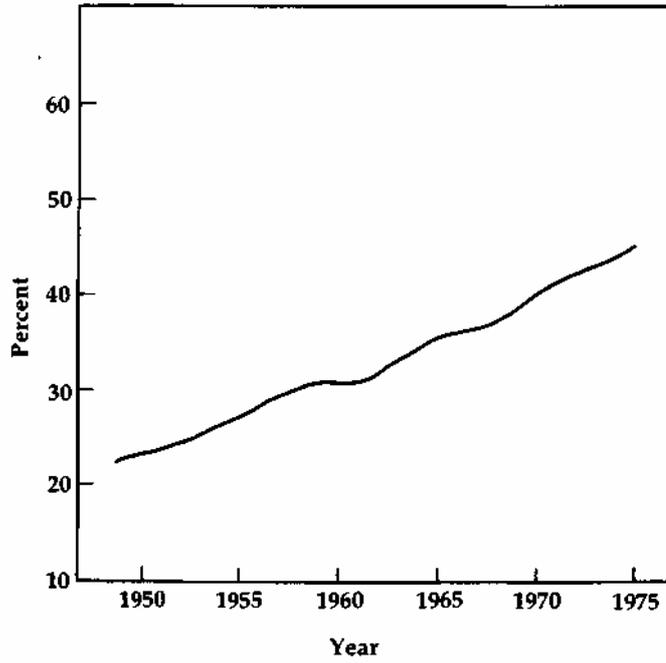
### Geographic Mobility



### Size of Family



### Working Wives with Children



# Family Values

What trends do you notice in these graphs? What do they say about the American family? Graphs can illustrate changes in the society but do not explain them. In order to understand the American family we need to go beyond statistics and explore values concerning children, young adults, the elderly, and family structure.

## Child Raising

[A]            Acculturation, which begins at birth, is the process of teaching new *generations* of children the customs and values of the parents' culture. How people treat newborns, for example, can be indicative of cultural values. In the United States it is not uncommon for parents to put a newborn in a separate room that belongs only to the child. This helps to preserve parents' privacy and allows the child to get used to having his or her own room, which is seen as a first step toward personal independence. Americans traditionally have held independence and a closely-related value, individualism, in high esteem. Parents try to *instill* these *prevailing* values in their children. American English expresses these value preferences: children should "cut the (umbilical) cord" and are encouraged not to be "tied to their mothers' apron strings." In the process of their socialization children learn to "look out for number one" and to "stand on their own two feet."

[B]            Many children are taught at a very early age to make decisions and be responsible for their actions. Often children work for money outside the home as a first step to establishing *autonomy*. Nine- or ten-year-old children may deliver newspapers in their neighborhoods and save or spend their earnings. Teenagers (13 to 18 years) may babysit at neighbors' homes in order to earn a few dollars a week. Receiving a weekly allowance at an early age teaches children to budget their money, preparing them for future financial independence. Many parents believe that *managing* money helps children learn responsibility as well as appreciate the value of money.

10

### *Young Adulthood*

- [C] Upon reaching an appropriate age (usually between 18 and 21 years), children are encouraged, but not forced, to "leave the nest" and begin an independent life. After children leave home they often find social relationships and financial support outside the family. Parents do not arrange marriages for their children, nor do children usually ask permission of their parents to get married. Romantic love is most often the basis for marriage in the United States; young adults meet their future spouses through other friends, at school, at jobs, and in organizations and religious institutions. Although children choose their own spouses, they still hope their parents will approve of their choices.
- [D] In many families, parents feel that children should make major life decisions by themselves. A parent may try to influence a child to follow a particular profession but the child is free to choose another *career*. Sometimes children do precisely the opposite of what their parents wish in order to *assert* their independence. A son may deliberately decide not to go into his father's business because of a fear that he will lose his autonomy in his father's workplace. This independence from parents is not an indication that parents and children do not love each other. Strong love between parents and children is universal and this is no exception in the American family. Coexisting with such love in the American family are cultural values of *self-reliance* and independence.

### *The Elderly*

- [E] Societal and familial treatment of the *elderly* also reflects this independence and individualism. Their financial support is often provided by social security or welfare systems which decrease dependence on their family. Additionally, older people may seek their own friends rather than become too emotionally dependent on their children. Senior citizens centers provide a means for peer-group association within one's own age group. There are problems, however, with growing old in the United States. *Glorification* of youth and *indifference* to the aged have left many older people *alienated* and alone.
- [F] Some families send their older relatives to nursing homes rather than integrate them into the homes of the children or grandchildren. This separation of the elderly from the young has contributed to the isolation of an increasingly large *segment* of society. On the other hand, there are many older people who choose to live in *retirement* communities where they have the companionship of other older people and the *convenience* of many recreational and social activities close to home.



### *The Nuclear and the Extended Family*

[G] The treatment of the elderly can be further understood by *distin-*  
*guishing* between nuclear and extended family structures. In the United  
States the nuclear family, which consists of the father, the mother, and  
the children, is considered "the family." The extended family, common 5  
in other cultures, includes grandparents, aunts, uncles, cousins, nephews,  
nieces, and in-laws. The distinction between the nuclear and extended  
family is important because it suggests the extent of family *ties* and  
*obligations*. In extended families the children and parents have strong ties  
and obligations to relatives. It is common in these families to support  
10 older family members, to have intensive contact with relatives, and to  
establish *communal* housing.

[H] The American nuclear family usually has its own separate *residence*  
and is economically independent of other family members. Relatives are still  
considered "family" but are often outside the basic obligations that people  
have to their immediate families. When couples marry, they are 5  
expected to live independently of their parents and become "heads of  
households" when they have children. It is not unusual in times of  
financial need for nuclear family members to *borrow* money from a bank  
rather than from relatives. Grandparents, aunts, uncles, and cousins,  
then, are not directly involved in the same way as they would be in an  
10 extended family structure.



### *Familial Roles*

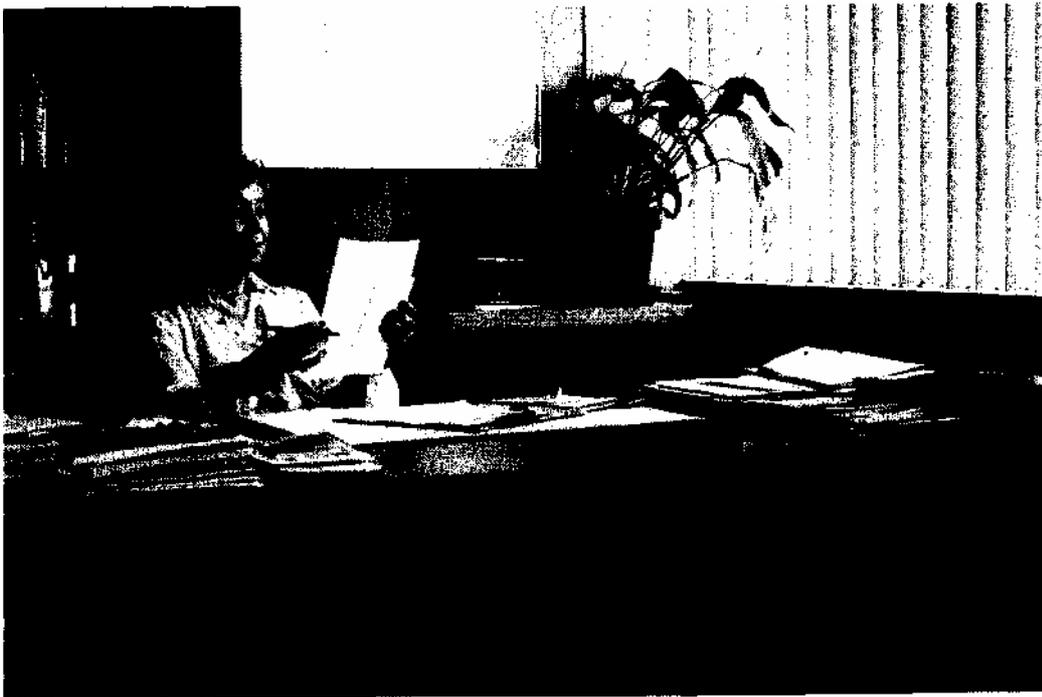
[1] In both nuclear and extended families, the culture *imposes* set roles upon parents. Traditionally the male has been responsible for financial support of the home and family members. The female has often been responsible for emotional support, childraising, and housekeeping. 5 However, among some people in parts of the United States, these parental functions are no longer fixed. The *prescribed* role of the man as "breadwinner" and the woman as housewife is changing. These changes include working mothers, "househusbands," and an increasing number of day-care centers for children. Yet, traditional roles may be *preserved* even in 10 households where the wife is working.



[J] Some mothers work because of a financial need and not because of a desire to change their role from housewife to breadwinner. Others choose to work because they feel that financial support of the family should be shared by the husband and the wife. Still others are motivated to work because of *professional* interests and a desire to contribute to society. More than 50 percent of American women are part of the *labor* force.

### *Stability and Change in the Family*

[K] It is almost impossible to describe a "typical American family" because the United States is such a *heterogeneous* country. Although members of ethnic, *racial*, or economic groups may *assimilate* into the educational and employment system of the establishment, they often maintain their cultural *heritage* within the home. Many families have strong religious or ethnic backgrounds which continue to contribute to the preservation of the close-knit extended family. At one time, traditional roles and religion had a much stronger influence on the nuclear family. Now economic conditions, societal attitudes, and job mobility in the United States compete with traditional influences.



[L] Changes in the American family structure are evidenced by increased rates of separation and divorce. In certain areas of the country these *trends* have resulted in a growing number of "single-parent" families, remarried parents, and communal lifestyles. This does not indicate, however, that the institution of marriage is *crumbling*. It is *estimated* that four out of five divorced couples eventually remarry other people. These *shifts* in family relationships may be interpreted as a *breakdown* or, alternatively, as an *adaptation* of the American family to changing roles, attitudes, and values. The changes, according to the more traditional viewpoint, represent a breakdown in the family structure, a disintegration of values, and a decline of morality. Others, who believe it is necessary to adapt to a rapidly changing society, believe these shifts in family structure are *inevitable* and positive.



## Comprehension Questions"

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. Graphs are used in the introduction because:
  - a. They indicate cultural trends influencing American family life.
  - b. Statistics are the best way to understand the American family.
  - c. Graphs are easier to understand than values.
2. In your opinion, which graph reveals the most significant sociological trend? Why?
  - a. Geographic Mobility
  - b. Size of Family
  - c. Working Wives
3. The expressions, "to cut the cord" and "to leave the nest" are used to show that: [A] and [C]
  - a. Children don't like their parents.
  - b. Parents don't feel close to their children.
  - c. Independence from one's family is an important personal goal in the United States.
4. Financial independence for American youth is one way of: [B]
  - a. Establishing autonomy.
  - b. Rebellious against parents.
  - c. Learning to deliver newspapers.
5. The fact that many elderly people choose to live alone and away from their children reinforces the idea that: [F]
  - a. The society is completely unconcerned with the elderly.
  - b. The elderly are wealthy enough to live alone.
  - c. The elderly are often not dependent on their grown children.
6. The authors distinguish between nuclear and extended families because: [G]
  - a. The distinction enables the reader to understand the importance of grandparents.
  - b. The distinction shows which kind of family is better.
  - c. The distinction suggests the extent of family ties and obligations.
7. The roles of man as "breadwinner" and woman as "housewife" are: [I]

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

- a. Fixed roles in the American family.
  - b. Traditional roles which do not apply to the American family.
  - c. Undergoing change in the American family.
8. It is difficult to describe the "typical American family" because of: [K]
- a. The heterogeneity of people in the United States.
  - b. The religious influences on individual families.
  - c. Economic conditions and job mobility.
9. The authors say that divorce rates: [L]
- a. Can be interpreted as either a "breakdown" or an "adaptation" to changing social values.
  - b. Are a result of a "sick" family.
  - c. Have no relevance to the understanding of the family structure.
10. The statement, "Four out of five divorced couples eventually remarry other people" indicates that: [L]
- a. Marriage is no longer popular.
  - b. Marriage is still highly valued in the United States.
  - c. Divorced couples represent four-fifths of the population.

### Vocabulary List

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| childraising       | autonomy           | (no new words)     | career             |
| generations        | managing           |                    | assert             |
| prevailing         |                    |                    | self-reliance      |
| instill            |                    |                    |                    |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| elderly            | segment            | *distinguishing    | *residence         |
| peer               | *retirement        | ties               | *borrow            |
| glorification      | *convenience       | obligations        |                    |
| indifference       |                    | communal           |                    |
| alienated          |                    |                    |                    |
| <i>Paragraph I</i> | <i>Paragraph J</i> | <i>Paragraph K</i> | <i>Paragraph L</i> |
| imposes            | professional       | heterogeneous      | trends             |
| prescribed         | *labor             | racial             | *crumbling         |
| preserved          |                    | assimilate         | estimated          |
|                    |                    | heritage           | shifts             |
|                    |                    |                    | breakdown          |
|                    |                    |                    | adaptation         |
|                    |                    |                    | inevitable         |

\*See vocabulary exercise E.

*Phrases and Expressions*

|  |                         |
|--|-------------------------|
| to cut the cord [A]                      | immediate family [H]    |
| to be tied to mother's apron strings [A] | heads of households [H] |
| to look out for number one [A]           | breadwinner [I]         |
| to stand on your own two feet [A]        | housewife [I]           |
| to leave the nest [C]                    | househusband [I] day-   |
| senior citizen [E]                       | care center [I] close-  |
| social security [E]                      | knit family [K]         |

**Vocabulary Exercises \***

A. First review the way the following words are used in paragraphs A, B, Fill-in and D. Then fill in each of the blanks with the word that best fits the sentence. *Change the part of speech when necessary.*

|                 |              |                   |
|-----------------|--------------|-------------------|
| autonomy [B]    | career [D]   | self-reliance [D] |
| assert [D]      | instill [A]  | prevailing [A]    |
| generations [A] | managing [B] |                   |

**My Working Mother**

For women in my mother's \_\_\_\_\_, taking care of the home and child raising were viewed as the most important functions for women. The \_\_\_\_\_ view in society when she was growing up was that women should not work outside the home. This attitude was \_\_\_\_\_ in my mother at an early age. By the time mother was 25 she had five children.

Last year the youngest child left home to go to college. At that time Mom decided that she wanted to be more \_\_\_\_\_, more independent. Now, she is the \_\_\_\_\_ of a children's department in a large store. Her new \_\_\_\_\_ in management has enabled my mother to \_\_\_\_\_ her independence and develop financial skill. She says that earning her own money and helping dad pay the bills makes her feel \_\_\_\_\_.

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

- B.** Choose the word that *best* defines the italicized word.
- Multiple Choice**
1. The *elderly* are beginning to demand rights for themselves. [E]
 

|            |             |
|------------|-------------|
| a. parents | c. aged     |
| b. couples | d. children |
  2. *Her peers* were her worst critics. [E]
 

|             |             |
|-------------|-------------|
| a. students | c. teachers |
| b. equals   | d. parents  |
  3. The *glorification* of youth has created negative feelings toward the elderly. [E]
 

|              |              |
|--------------|--------------|
| a. happiness | c. creation  |
| b. education | d. adoration |
  4. What should be done about the citizens' *indifference* to the international situation? [E]
 

|                         |                             |
|-------------------------|-----------------------------|
| a. lack of interest in  | c. lack of agreement about  |
| b. lack of knowledge of | d. lack of understanding of |
  5. New students trying to meet friends on crowded campuses often feel *alienated*. [E]
 

|             |          |
|-------------|----------|
| a. ignorant | c. alone |
| b. awkward  | d. poor  |
  6. Only 5 percent of the workers, a small *segment* of the company, voted in the last election. [F]
 

|           |               |
|-----------|---------------|
| a. office | c. line       |
| b. part   | d. department |
  7. Close family *ties* help children feel secure. [G]
 

|          |                  |
|----------|------------------|
| a. homes | c. relationships |
| b. bows  | d. circles       |
  8. Working mothers have *obligations* to the family. [G]
 

|                     |                 |
|---------------------|-----------------|
| a. needs            | c. expectations |
| b. responsibilities | d. compromises  |
  9. *Communal* living works best for people who have similar beliefs. [G]
 

|                    |                |
|--------------------|----------------|
| a. communistic     | c. independent |
| b. individualistic | d. group       |

**C.** Choose the correct word form for each sentence. Make verb tense changes, **Word** make nouns singular or plural, and use active or passive voice as applicable.

1. (to) impose, imposition, imposing [I]
  - a. Her domineering father continually \_\_\_\_\_ his will on his daughter.

- b. Albert Einstein, one of the world's greatest scientists, was an \_\_\_\_\_ figure in physics.
- c. The unexpected guests who "dropped by" were an \_\_\_\_\_ on the busy man's time.
2. prescribed, prescription, (to) prescribe [I]
- a. Several \_\_\_\_\_ for medicine were given to the patient.
- b. Some offices have \_\_\_\_\_ rules for proper dress and behavior.
- c. The medical student was not authorized \_\_\_\_\_ medicine because he hadn't received his degree.
3. (to) preserve, preservation, preservative [I]
- a. The mummies in the pyramids of Egypt have been \_\_\_\_\_ for many years.
- b. Chemicals are used as \_\_\_\_\_ in food.
- c. Environmental groups are devoted to the \_\_\_\_\_ of wild animals in danger of becoming extinct.
4. professional, professionally, profession [J]
- a. Although she had played tennis for only five years, she was already a \_\_\_\_\_ .
- b. A social worker's \_\_\_\_\_ is demanding but rewarding.
- c. The office worker was competent \_\_\_\_\_ , but she wasn't well-liked.

D. First choose the correct word for the definitions. Then fill in the blanks in Definitions the sentences below the definitions. Note: *You may have to change the grammatical form of the word placed in the sentence.*

- |                   |               |                |
|-------------------|---------------|----------------|
| heterogeneous [K] | trends [L]    | breakdown [L]  |
| racial [K]        | estimated [L] | adaptation [L] |
| assimilate [K]    | shifts [L]    | inevitable [L] |
| heritage [K]      |               |                |

1. that which is handed down from one's ancestors or the past (e.g., culture, tradition) \_\_\_\_\_

The ancient rituals for marriage were part of a rich cultural

2. certain to happen, unavoidable \_\_\_\_\_

He didn't study for the exam and it was \_\_\_\_\_ that he would fail.

3. directions or movements \_\_\_\_\_

The latest \_\_\_\_\_ in entertainment are disco and ballroom dancing.

4. pertaining to or typical of a race \_\_\_\_\_

In some countries passport forms request information about one's \_\_\_\_\_ or ethnic background.

5. a gradual change or adjustment in behavior to the environment

When people travel abroad, it is sometimes difficult for them to \_\_\_\_\_ to new foods and customs.

6. to be absorbed into the cultural tradition of a group \_\_\_\_\_

New immigrants who \_\_\_\_\_ too quickly into a new culture may become confused about their identities.

7. failure to function \_\_\_\_\_

The communication \_\_\_\_\_ between father and son was due to their political differences.

8. changes of direction \_\_\_\_\_

Whenever the teacher called on the student, he \_\_\_\_\_ his position in his chair.

9. mixed; with varied composition \_\_\_\_\_

The \_\_\_\_\_ class had students from 16 countries.

10. approximated \_\_\_\_\_

The policeman \_\_\_\_\_ the speed of the automobile to be 85 miles per hour.

**E. Matching** Match the words on the left with their definitions on the right. Place the letter of the definition in the space next to the word.

- |                      |  |
|----------------------|--|
| retirement _____     | a. work  |
| convenience _____    | b. withdrawal from work, usually due to old age  |
| distinguishing _____ | c. a place where one lives                       |
| residence _____      | d. comfort, advantage                            |
| borrow _____         | e. breaking into small pieces                    |
|                      | f. seeing or showing a difference                |
| crumbling _____      | g. take something temporarily and then return it |

- F. Phrases and Expressions** Which statement best conveys the meaning of the italicized words?
- "To cut the cord" is: [A]
    - To become independent of one's parents.
    - To cut a piece of string.
    - An expression used by electricians.
  - Children who are "tied to the apron strings": [A]
    - Are caught in their mothers' aprons.
    - Must always wear an apron when they eat.
    - Are very dependent on their mothers.
  - "To leave the nest" means to: [C]
    - Go to the nest of new parents.
    - Try to be like a bird and fly.
    - Leave home permanently.
  - "Senior citizens" are: [E]
    - People over 45 years of age.
    - Only older grandparents.
    - Usually over the age of 60.
  - "Social security" can be obtained by: [E]
    - Retired and disabled people.
    - Working parents without children
    - Parents with children.
  - The term "immediate family" refers to the: [H]
    - Mother, father, brothers, and sisters.
    - Family of one's spouse.

- c. Family members who help you when you have an immediate need.
- 7. A "breadwinner" is a: [1]
  - a. Person who supports the family financially.
  - b. Person who puts bread on the table.
  - c. Mother who wins a bread-baking contest.
- 8. A "housewife" is usually a: [1]
  - a. Woman who is married to a house.
  - b. Female home decorator.
  - c. Married woman who doesn't work outside the home.

### Conversational Activities

- A . This story<sup>3</sup> tells of an incident in an American family in which a daughter goes against her parent's wishes. Meida, a foreign student from India, observes the situation and is confused about what is happening. Read the story aloud and then discuss the questions following the story.
- A Case Study:  
Youth and  
the Family

Meida: foreign student Carol:  
Meida's American friend Dr.  
Turner: Carol's father Mrs.  
Turner: Carol's mother

Meida has been invited to the Turners' home for dinner. She is sitting at the table and is enjoying dinner and conversation with the rest of the family. During dinner the phone rings and Carol's younger brother answers it. The following conversation takes place:

CAROL'S BROTHER. Carol. It's Bill.

MRS. TURNER, (*surprised*) Bill? I thought you weren't seeing him any more, Carol.

*Without replying, Carol leaves the room to answer the phone. When she returns, she silently continues her dinner.*

DR. TURNER. Carol, was it Bill?

CAROL. Yes.

DR. TURNER. Are you still seeing him even though we told you we didn't approve?

CAROL, (*angrily*) Do I have to tell you everything? Listen, Dad, I know Bill doesn't have a college education but he is working for his brother in a construction company. He's trying to earn enough money to return to school. You always say that you respect hard-working people. Why shouldn't I see him any more?

DR. TURNER, *(softly but seriously)* I hope you're not serious about Bill, Carol. He promised to stay in college but he dropped out two times. Do you want to marry someone whose personality you'll have to change?

MRS. TURNER. Carol, Bill is different from us. We're only saying this because we love you. Bill just isn't your kind.

CAROL, *(furious)* What do you mean, "my kind"? He's a human being! Just because he comes from a family that has less money than we do? What kind of democracy do you believe in? Everyone is supposed to be equal. He and his family are just as good as we are. *(By now, Carol is shouting loudly.)*

*Meida is feeling embarrassed and stares at her plate.*

CAROL'S BROTHER. Come on, Mom and Dad. Bill's a nice guy.

CAROL. Just because his parents are farmers who work with their hands and you are professors who work with your heads. What difference does that make?

MRS. TURNER. Carol, we're very disappointed in you. After all, we know what is best for you.

*Suddenly Carol gets up, takes Meida's arm, and pulls her to the door.*

CAROL. Come on, Meida. Let's go to my room and study.

*(Carol and Meida quickly walk out. Meida tries to say to Carol's parents that she is sorry but Carol pulls Meida away.)*

*Discuss:*

What were the problems between Carol and her parents?

Who do you think was right?

Explain your answer.

After discussing the incident, consider the following questions. Discuss them in small groups or write a short composition.

1. Could this situation have occurred in your family? Why or why not?
2. Would your family disagree or argue in front of guests? Do you think any members of Carol's family were rude?
3. Does a "generation gap" exist in your culture? That is, are there usually differences between the way young people and their parents think?

- B.** The following are a few examples of situations that might occur between young people and their parents in the United States. In pairs or small groups discuss these situations and answer the following questions:
- Common Problems Among Youth**
1. How do these problems compare with problems of youth in your country?
  2. How would your family deal with these types of problems (if the problems exist)?

Situation 1: The son or daughter gets an F in a biology class.

Situation 2: The son or daughter is told to return home by midnight but does not return until 5:30 the next morning.

Situation 3: The son or daughter elopes (secretly runs away to get married).

Situation 4: The son wants to live with his fiancée before getting married (or the daughter with her fiancé).

Situation 5: The son or daughter has political beliefs very different from the parents'.

Situation 6: The parents of married daughters and sons try to tell their children how to live.

*Follow-up:* Do you feel the sex of the child makes a difference in any of the situations? If so, which ones? If these problems are not typical in your country, what other kinds of family problems might occur?

- C.** Divide into small groups with members of the same culture (if possible).\*
- Open Role-Play**
1. First think of common problems that occur between young people and their parents in your country.
  2. Choose one problem that illustrates beliefs or values in your culture.
  3. Assign roles to group members (i.e., choose someone to play the part of the mother, father, son, etc.). Practice the role-play.
  4. Act out the role-play in front of the rest of the class.

*Follow-up:* Is the problem you selected to act out a typical one? Could it happen in any country?

- D.** The following is a list of common family activities and duties. Who in **Division of Labor** your family would be responsible for these activities? Check whether it would be the father, the mother, the child, the grandparent (or other relatives), or a combination of any of these.

\*If class members are from the same country, choose several different problems common in that country.

|                                  | Father |  | Mother |  | Grandparent (or<br>other Child<br>relative) |
|----------------------------------|--------|--|--------|--|---|
| Financial support                |        |  |        |  |   |
| Keeping the family accounts      |        |  |        |  |   |
| Shopping for food                |        |  |        |  |   |
| Cooking dinner                   |        |  |        |  |   |
| Housekeeping                     |        |  |        |  |   |
| Home repairs                     |        |  |        |  |   |
| Punishing the children           |        |  |        |  |   |
| Disciplining the children        |        |  |        |  |   |
| Major family decisions:          |        |  |        |  |   |
| Buying a car                     |        |  |        |  |   |
| Moving to a new home             |        |  |        |  |   |
| Children's education             |        |  |        |  |   |
| Selecting a spouse for the child |        |  |        |  |   |
| Vacations                        |        |  |        |  |   |
| Divorce                          |        |  |        |  |   |

*Discuss:* Which, if any, of the familial roles are changing?

**E. Cross-Cultural Questions**

Answer the following questions about your own culture and then discuss intercultural similarities and differences.

1. What is your idea of the "ideal family"? Describe the roles of the family members and the beliefs that unite the family.
2. How are children rewarded and punished within the family?
3. What kinds of activities does your family do together for fun? Are these activities done with the nuclear family or with the extended family and friends?
4. Do external factors such as politics, technology, or the media affect the way families behave? If so, how? (For example, the

average American child watches two to four hours of television a day.)

Is the family unit changing in any way in your country (for example, number of children, education level of family members, etc.)?

## Cultural Notes

1. Terms used to address members of the family:

### *Nuclear Family:*

|           |                       |
|-----------|-----------------------|
| Parents:  | Folks                 |
| Father:   | Dad, Daddy, Pa, Papa  |
| Mother:   | Mom, Mommy, Ma, Mamma |
| Children: | Kids                  |

### *Extended Family*

|                           |   |
|---------------------------|---|
| Grandparents:             | Grandmother, Grandma,<br>Grandfather, Grandpa |
| Uncle:                    | first name or Uncle + first name              |
| Aunt:                     | first name, or Aunt + first name,<br>Auntie   |
| Cousins, nephews, nieces: | first names used                              |

2. Other terms for family members (not terms of address):

|                 |   |
|-----------------|---|
| In-laws:        | mother-in-law, father-in-law, brother-in-law,<br>sister-in-law        |
| "Stepfamilies": | stepparents,<br>stepsister, stepbrother, half-brother,<br>half-sister |

3. Occasionally children call their parents by their first names. This is often the case with stepparents. Parents usually address their children by their first names, nicknames, or occasionally by their first and middle names. Mothers- and fathers-in-law are often called by their first names but are sometimes referred to as "mother" and "father."
4. If you are attending a family gathering and would like to know what the familial relationship is between one member and another, you may ask: "How are you related?"
5. The following are some of the activities that families share in the United States.
  - Birthdays
  - Annual reunions

Religious and secular holidays (Thanksgiving, Christmas, Easter, Passover, etc.)

Religious ceremonies (baptism, confirmation, bar/bat mitzvah)

Weddings

Wedding anniversaries

Leisure activities (picnics, camping, dining out, movies)

*6. Marriage:* Usually the decision to marry is based on a mutual agreement between the man and the woman. Parents may or may not be asked to give their permission. The marriage ceremony may be a simple visit to city hall, where marriage vows are exchanged and papers are signed, or it can be an elaborate religious/festive celebration. There are numerous alternatives to the traditional wedding ceremony.

*Adoption:* The practice of adopting children exists for parents who cannot have their own children, for parents who decide by choice not to have their own children, and for "single parents" (although it is difficult for single parents to adopt children). This practice is not considered unusual or negative in the American culture.

*Separation:* Couples who do not wish to get divorced may decide by mutual agreement to separate; in this case, they are still legally married. Couples who have filed for divorce are separated until the divorce is finalized.

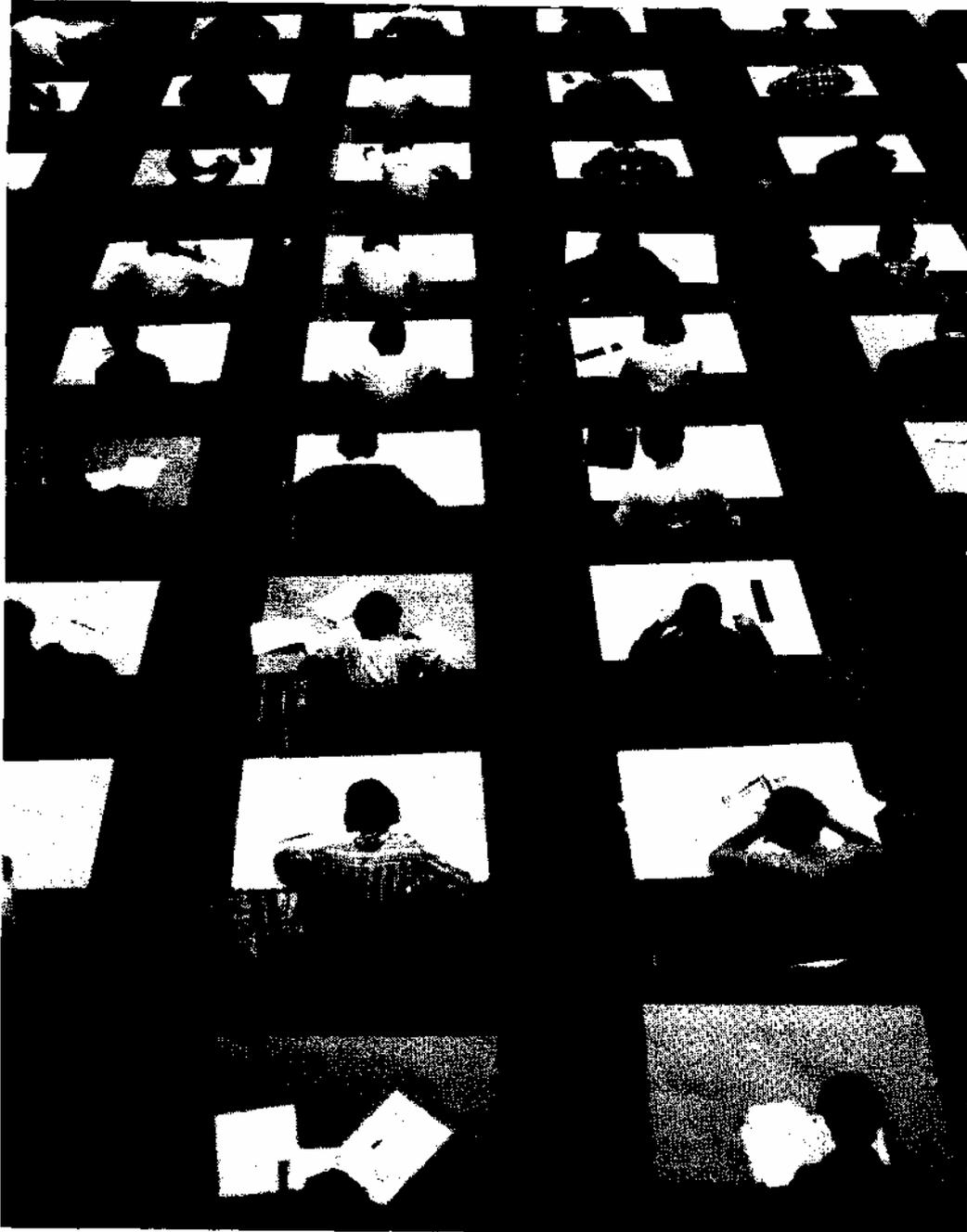
*Divorce:* Divorces can be obtained easily in most American states. Either husbands or wives can apply for divorce. Bases for divorce can be as diverse as mutual agreement of "incompatibility" to accusations of brutal treatment. There is usually a minimal waiting time for remarriage. Child support payments, alimony, and the division of property are usually arranged by the courts or by mutual agreement between the husband and wife.

7. Some institutions in society are changing in order to help the family maintain close bonds. In some jobs pregnant women have "maternity leave" allowing them up to six months off the job with pay. Recently some jobs have been granting short "paternity leave" to men whose wives have delivered babies. In this way the man can take care of the house and child as the woman is recovering from delivery.

*Supplementary Vocabulary and Phrases*

|             |                     |                  |
|-------------|---------------------|------------------|
| matriarchal | juvenile            | ancestors        |
| patriarchal | family income       | aged             |
| offspring   | lower-class family  | family tree      |
| puberty     | middle-class family | marriage license |
| adolescence | upper-class family  | bride/groom      |

6



# *Educational Attitudes*

- [A] Student life at American universities is *chaotic* during the first week of each quarter or semester. Registering for classes, becoming familiar with the buildings on campus, buying books, adding and dropping classes, and paying fees are confusing for everyone. During this busy 5 period there is little time for students to anticipate what they will later encounter in the classroom.
- [B] International students, *accustomed* to their countries' educational expectations, must adapt to new classroom *norms* in a foreign college or university. Whereas in one country prayer may be acceptable in a class room, in another it may be *forbidden*. In some classrooms around the 5 world students must *humbly* obey their teacher's commands and remain absolutely silent during a class period. In others, students may talk, eat, and smoke during lectures as well as criticize a teacher's methods or *contradict* his or her statements. It is not always easy to understand a new educational system.

## *Diversity in Education*

- [C] There is considerable variety in university classrooms in the United States. Because of *diverse* teaching methods and *non-standardized curricula*, no two courses are identical. Undergraduate courses are considerably different from graduate courses. The classroom atmosphere in 5 expensive, private universities may differ from that in community colleges which are free and open to everyone. State-funded universities have different requirements and expectations than do *parochial* colleges. Nevertheless, there are shared features in American college and university classrooms despite the diversity of educational institutions of higher 10 learning.

## *Active Participation*

- [D] Participation in the classroom is not only accepted but also expected of the student in many courses. Some professors base part of the final



grade on the student's oral participation. Although there formal lectures during which the student has a passive role (i.e., listening and 5 taking notes), many courses are organized around classroom discussions, student questions, and informal lectures. In graduate seminars the professor has a "managerial" role and the students make presentations and lead discussions. The students do the actual teaching in these seminars.

[E] A professor's teaching style is another factor that determines the degree and type of student participation. Some professors prefer to control discussion while others prefer to guide the class without dominating it. Many professors encourage students to question and challenge 5 their ideas. Students who make *assertions* that contradict the professor's point of view should be prepared *to substantiate* their positions.

[F] In the teaching of science and mathematics, the dominant mode of instruction is generally traditional, with teachers presenting formal lectures and students taking notes. However, new educational trends have emerged in the humanities and social sciences in the past two 5 decades. Students in education, sociology/and psychology classes, for example, are often required to solve problems in groups, *design* projects, make presentations, and examine case studies. Since some college or university courses are "applied" rather than *theoretical*, they *stress* "doing" and involvement.

### *The Teacher-Student Relationship*

[G] Many instructors believe that an informal, relaxed classroom environment is *conducive* to learning and *innovation*. It is not uncommon for students to have easygoing and friendly relationships with their professors. The casual professor is not necessarily a poor one and is still 5 respected by students. Although students may be in a *subordinate* position, some professors treat them as equals. However, no matter how *egalitarian* professors would like to be, they still are in a, position of authority

[H] Professors may establish social relationships with students outside of the classroom, but in the classroom they maintain the instructor's role. A professor may have coffee one day with students but the next day expect them to meet a *deadline for* the submission of a paper or to be 5 prepared for a discussion or an exam. The professor may give extra attention outside of class to a student in need of help but probably will not *treat* him or her differently when it comes to evaluating school work. Professors have several roles in relation to students; they may be counselors and friends as well as teachers. Students must realize that when a 10 teacher's role changes, they must appropriately adapt their behavior and attitudes.



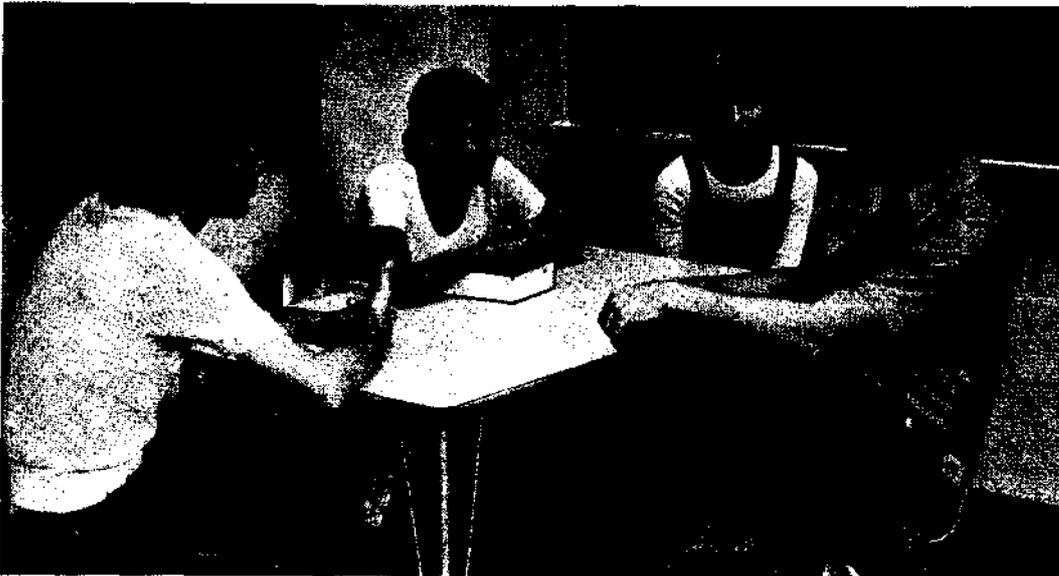
### *Independent Learning*

[I] Many teachers believe that the responsibility for learning lies with the student. If a long reading assignment is given, instructors expect students to be familiar with the information in the reading even if they do not discuss it in class or give an examination. (Courses are not designed merely for students to pass exams.) The ideal student is considered to be one who is motivated to learn for the sake of learning, not the one interested only in getting high grades. Grade-conscious students may be frustrated with teachers who do not believe it is necessary to grade every assignment. Sometimes homework is returned with brief written comments but without a grade.

Even if a grade is not given, the student is responsible for learning the material assigned.

[J] When research is assigned, the professor expects the student to take the initiative and to complete the assignment with minimal guidance. It is the student's responsibility to find books, *periodicals*, and articles in the library. Professors do not have the time to explain how a university library works; they expect students, particularly graduate students, to be able to *exhaust* the reference sources in the library.

[K] Professors will help students who need it, but prefer that their students not be overly dependent on them. (This differs from teacher-student relationships in other countries.) In the United States, professors have other duties besides teaching. Often they are responsible for *administrative* work within their departments. In addition, they may be obliged to publish articles and books. Therefore the time that a professor can



spend with a student outside of class is limited. If a student has problems with classroom work, the student should either approach a professor during office hours or make an appointment.

### *The Honor System*

- [L] Ideally, the teacher-student relationship at universities is characterized by trust. The "honor system," imposed by the teacher and the university, demands that the student be honest in all areas of school work. Thus, *cheating* on tests, *plagiarizing* in written work, presenting others' ideas as original, and turning in homework completed by someone else are all *prohibited*.
- 5
- [M] *Violation of* the honor system can result in a student's failing a course, having a permanent record of the violation placed in the student's school files, or even being *expelled* from the university. Many students are also aware that they can *jeopardize* their rapport with fellow students if they are dishonest. Students who cheat may lose the respect of other students, particularly those who study for exams and work independently. When leaving the classroom while students are taking an exam, an instructor may or may not say, "I expect you all to abide by the honor system." Even if the words are not stated, the student is expected to work alone and not 10 to share answers.

### *Competition*

- [N] Relationships between students in the classroom can be *cooperative* or *competitive*. International students should not hesitate to ask for help if it is needed. There are courses, however, where grades are *calculated* in relation to other students' scores. Therefore, in classes where such a grading "curve" is used, students may be *reluctant* to share lecture notes or information for fear that their own grades will suffer.
- 5
- [O] There are other reasons for the presence of competition among students. A high grade point average is needed for entrance to superior graduate schools. Students feel pressure to achieve high grades when there are relatively few openings in graduate programs. In addition, when facing a competitive job market, graduates may be judged on the basis of their grade point average and faculty recommendations. Ultimately, it is the student who is responsible for succeeding in this competitive system.

\* \* \* \* \*

- [P] The university classroom in the United States *manifests* cultural values through professors and students' expectations and attitudes: Competi-

tion is an example of only one value. Educational practices such as the honor system and student participation indicate a respect for individual responsibility and independence. Alternative teaching methods show a cultural preference for innovation. The manner in which education is provided in any country reflects basic cultural and social beliefs of that country.



**Comprehension Questions<sup>91</sup>**

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. What is the main theme of this reading?
  - a. Academic success in universities in the United States.
  - b. Behavior, attitudes, and values found in the American university.
  - c. Competition in American society.
  
2. "Participation in the classroom is not only accepted but also expected of the student" in many courses except: [D]
  - a. Seminar courses.
  - b. Formal lecture courses.
  - c. Informal lecture courses.

- b. Students never to seek professors' advice.
  - c. Students to take the initiative and be independent.
7. If a professor believes in the "honor system," it implies: [L] and [M]
- a. Suspicion of the students.
  - b. Distrust of the students.
  - c. Trust of the students.
8. It is not surprising to find competition among students because: [O] and [P]
- a. Competition is better than cooperation.
  - b. Competition is a dominant American value.
  - c. Competition is encouraged in sports.
9. What American values does the university system reflect? [P]
- a. Democracy, socialism, and authoritarianism.
  - b. Absolute respect, formality, and tradition.
  - c. Individual responsibility, independence, and innovation.

### Vocabulary List

|  |   |   |   |
|--|---|---|---|
| <i>Paragraph A</i><br>chaotic                    | <i>Paragraph B</i><br>accustomed<br>*norms<br>forbidden<br>*humbly<br>*contradict | <i>Paragraph C</i><br>diverse<br>standardized<br>*curricula<br>*parochial                               | <i>Paragraph D</i><br>(no new words)                          |
| <i>Paragraph E</i><br>assertions<br>substantiate | <i>Paragraph F</i><br>design<br>theoretical<br>stress                             | <i>Paragraph G</i><br>*conducive<br>innovation<br>subordinate<br>egalitarian<br>authority<br>discipline | <i>Paragraph H</i><br>deadline<br>treat                       |
| <i>Paragraph I</i><br>(no new words)             | <i>Paragraph J</i><br>*periodicals<br>exhaust                                     | <i>Paragraph K</i><br>administrative  | <i>Paragraph L</i><br>cheating<br>plagiarizing<br>*prohibited |

\*See vocabulary exercise D.

|                    |                    |                        |                    |
|--------------------|--------------------|------------------------|--------------------|
| <i>Paragraph M</i> | <i>Paragraph N</i> | <i>Paragraph O</i> (no | <i>Paragraph P</i> |
| violation          | cooperative        | new words)             | manifests          |
| expelled           | competitive        |                        |                    |
| jeopardize         | calculated         |                        |                    |
|                    | reluctant          |                        |                    |

*Phrases and Expressions*

|                             |     |
|-----------------------------|-----|
| to become familiar with     | [A] |
| easygoing                   | [G] |
| for the sake of (something) | [I] |
| honor system                | [L] |
| to abide by                 | [M] |

**Vocabulary Exercises****A.  
Synonyms**

Choose the appropriate synonym (or the word closest in meaning) from the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

|          |            |           |
|----------|------------|-----------|
| prohibit | disorderly | statement |
| official | plan       | emphasize |
| used     | vary       |           |
| abstract | proven     |           |

1. After the earthquake hit the country, people's lives were *chaotic*. [A]
2. It took the foreign student several months to become *accustomed* to American hamburgers. [B]
3. Smoking in classrooms is strictly *forbidden*. [B]
4. The *diverse* selection on the menu made it difficult to decide what to order. [C]
5. All students must pass *standardized* exams before entering universities. [C]
6. He said that the world was flat, but his *assertion* was not correct. [E]
7. Stories about strange beings in outer space have not been *substantiated*. [E]
8. Architects *design* homes, buildings, and cities. [F]
9. *Theoretical* concepts cannot always be applied to daily life. [F]
10. The school's program *stressed* sports, music, and art. [F]

\* The capital letter in brackets refers to the corresponding paragraph in the reading.

B. First review the way the following words are used in paragraphs G, H, J, **Fill-in** and K. Then fill in each of the blanks with the word that best fits the sentence. *Change the part of speech when necessary.*

innovation [G] authority [G] treat [H]

subordinate [G] discipline [G] exhaust [J] egalitarian [G]  
 deadline [H] administrative [K]

**The School Director**

The director of the private college worked very hard at his \_\_\_\_\_  
 \_\_\_\_\_ duties. Each year, when applying for financial  
 meet many \_\_\_\_\_. Since he had already \_\_\_\_\_ aid, he had to

\_\_\_\_\_ private sources of funding, he needed to think  
 of other \_\_\_\_\_ to raise money.

Sometimes his position of \_\_\_\_\_ left him isolated  
 from his staff and students. Although he wanted an \_\_\_\_\_  
 relationship with the faculty, he realized that they were his \_\_\_\_\_

**He tried**

to \_\_\_\_\_ students with  
 respect, even when he \_\_\_\_\_ them for poor behavior.

**C. Definitions** First choose the correct word for the definitions. Then fill in the blanks in the sentences below the definitions. Note: *You may have to change the grammatical form of the word used in the sentence*

cheating [L] jeopardize [M] reluctant [N]  
 plagiarizing [L] cooperative [N] manifests [P]  
 violation [M] competitive [N]  
 expelled [M] calculated [N]

• 1. the breaking or infringement of a rule or law \_\_\_\_\_  
 The criminal was in prison ten years because he \_\_\_\_\_  
 the law.

2. unwilling \_\_\_\_\_  
 Most pilots are \_\_\_\_\_ to fly during heavy rains.

3. related to or characterized by rivalry \_\_\_\_\_

\_\_\_\_\_ is viewed as desirable by some people and undesirable by others.

4. using another's words or ideas without giving proper reference

\_\_\_\_\_

When students are caught \_\_\_\_\_, they can be kicked out of school. \_\_\_\_\_

Children's silence is sometimes a \_\_\_\_\_ of anger.

6. determined by using mathematics

His \_\_\_\_\_ for the price of the living room rug were not accurate.

\_\_\_\_\_

7. copying others' answers; using someone else's work

Students learn in elementary school not to \_\_\_\_\_ on exams.

8. to expose to danger

Dishonesty can \_\_\_\_\_ a relationship between two people.

9. forced out Because of their unruly behavior, the high

school students were

\_\_\_\_\_ from school.

**D.**  
**Words in**  
**Sentences**

10. characterized by a desire to act or work together

The teacher was disappointed in the lack of \_\_\_\_\_ among the students.

Read the definitions of the following words and note what parts of speech they are. Use them in sentences.

1. norms [B]: ways of behavior typical of a certain group (noun)

2. humbly [B]: with deference, submissively (adverb)

3. (to) contradict [B]: to be opposed; go against (verb)
  
4. curricula [C]: courses offered in a school or college; courses on a particular subject (noun)
  
5. parochial [C]: supported and controlled by a church—usually refers to schools (adjective)
  
6. conducive [G]: contributes or leads to (adjective)
  
7. periodicals [J]: books, magazines, journals, etc., which are published at regular intervals (weekly, monthly, annually) (noun)
  
8. prohibited [L]: not permitted; forbidden by a law or an order (verb)

## Conversational Activities

A. In pairs or in small groups discuss what the student and/or teacher should do in the following situations. Then choose one to act out or write a dialogue about. Make sure that you have a clear solution to each problem.

**Teacher-Student Relationships**

1. A student and a teacher are close friends outside the class. They have coffee together often and even go out to movies and restaurants. Nevertheless, the student receives a D as the final grade for the course. The student feels that the teacher should change the grade to a C or a B.

2. In front of the class, the teacher makes an obviously incorrect statement that confuses all but one of the students. This student knows why the teacher made the mistake and feels that it would be a good idea to clarify the misunderstanding for the rest of the class.
3. A teacher is correcting examinations and notices that three students all have the same wrong answers for every question. It is obvious that these students cheated. The teacher must do something about this.
4. A student has paid a lot of money for his university courses. In one of the courses, the teacher is not doing an adequate job. The student feels that she never prepares for classes, wastes time with attendance and unimportant announcements, gives poor lectures, and returns homework late. The student feels that it is necessary to say or do something.
5. In a course on world religions, one student is constantly trying to prove that his or her religion is the best. This student's attitude bothers the other students and they complain to the teacher. The teacher must respond to this situation.

*Discuss:*

Should teachers try to establish personal relationships with their students? Why or why not?

Should the teacher always be an authority figure or should the teacher try to establish egalitarian relationships with students?

Should teachers be strict or lenient with students?

Should teachers encourage students to ask questions?

Should a student be free to express an opinion that differs from the teacher's?

*Follow-up:* Write a short composition or discuss the attributes and qualities that make a good teacher and a good student?

- B. The following list of academic problems was compiled by an International Student Adviser at a state university. The problems mentioned are based on interviews with foreign students having academic difficulty. First answer question—Is this also a problem for American students?—checking either "yes" or "no." If you check "yes," answer question (b) Is this problem more serious for foreign students? Then discuss the questions after the exercise.

|  | (a) Is this also a problem for American students? |    | (b) Is this problem more serious for foreign students? |    |
|--|---|----|--|----|
|  | Yes   | No | Yes  | No |
| 1. Student doesn't understand the system (add/drop, incompletes, testing, etc.).   |   |    |  |    |
| 2. Student takes too many classes.   |   |    |  |    |
| 3. Student doesn't have a good background in the subject area.                     |   |    |  |    |
| 4. Student has English deficiency despite an adequate score on his English exam.   |   |    |  |    |
| 5. Student is experiencing adaptation problems in the new culture and is homesick. |   |    |  |    |
| 6. Student has roommate and housing difficulties.                                  |   |    |  |    |
| 7. Student is lonely.  |   |    |  |    |
| 8. Student does not know how to study.   |   |    |  |    |
| 9. Student is nervous about taking tests.  |   |    |  |    |
| 10. Student cheats or plagiarizes.   |   |    |  |    |

*Discuss:* Why do students have these kinds of difficulties? Which, if any, can be prevented?

C. Decide if the following statements are true or false, and circle either the T or the F. If *the statement is false, write the correct answer in the space provided.*

Seeking Information and Services in the University\*

1. When students have questions about their visas, they should go to the foreign student adviser.

T    F    \_\_\_\_\_

2. When students have questions regarding electives and required courses, they should ask any professor in the department.

T    F    \_\_\_\_\_

3. When students need letters of recommendation, they must ask the secretary of their departments to write the letters.

T    F    \_\_\_\_\_

4. When students want to add or drop a course at the beginning of a semester, they must first go to their academic adviser for permission.

T    F    \_\_\_\_\_

5. When students need to order transcripts to send to other universities, they must go to the department chairperson.

T    F    \_\_\_\_\_

6. Usually, letters of recommendation and transcripts are first given directly to the student, and then are sent by the student to another university.

T    F    \_\_\_\_\_

\* Answer these questions as they apply to a college or university in your community.

7. Student health insurance enables students to get free medical care outside of school.

T F \_\_\_\_\_

- D. Work individually, in pairs, or in small groups of three or four people.
- Tasks: Walk around a nearby campus and visit the appropriate places to find out information regarding the following questions. Do *not* attempt to answer all the questions; choose three or four that most interest you. Record the information and report your findings to the rest of the class.

*Extracurricular activities:*

1. What sports clubs or organizations are there on campus? What events are taking place this month?
2. What academic organizations (i.e., related to academic majors) are there on campus? What are some of their activities?
3. What fine arts (music, theatre, dance, art, etc.) clubs are there on campus? What events are taking place this month?
4. What religious organizations are there on campus? What are some of their activities? Is your religion represented?
5. What political organizations are there on campus? What activities are taking place this month?
6. What people-oriented clubs or organizations are there on campus (e.g., women's groups, men's groups, etc.)? What are some of their activities?

*Services on campuses:*

1. Is counseling (academic, personal, etc.) offered on campus? If so, where?
2. Are there advisory and counseling services for international students? Are there special activities offered to international students?
3. If your campus has a counseling center, does it offer special classes or seminars to students? If so, what is offered?
4. Is there a "study skills center" for students who have reading, writing, or studying problems? If so, where?
5. Is there a legal clinic or center that offers free assistance to students who have legal problems? If so, where?
6. Are there any volunteer services in which students can participate? If so, what are they?

*Follow-up:* Are these activities and services common on university campuses in your country? What other activities or services are there in universities in your country?

E. Study the following entries.

**Choosing  
University  
Courses<sup>2</sup>**

**Engineering  
LOWER DIVISION COURSES**

**100. Introduction to the Engineering Profession (2) I, II Cr/NC**

Prerequisite: Not available for credit to engineering majors with 15 or more units in engineering courses.

An overall view of engineering education and professional practice. An introduction to basic skills useful in acquiring engineering problem-solving capabilities. **120.**

**Engineering Problem Analysis (2) I, II**

One lecture and three hours of laboratory.

Prerequisite: Concurrent registration in Mathematics 150.

Analysis of engineering problems and solutions using the digital computer. Fundamentals of programming and programming language commands. **140.**

**Engineering Measurement Analysis (2) I, II**

Prerequisite: Mathematics 140.

Methods of data presentation. Analysis and treatment of engineering data. Design of engineering experiments. Correlation and regression analysis. Practical applications are stressed. **150. Control of the Human Environment (3)**

Man's interaction with the land, water and air environment; environmental pollution; role of engineering in controlling man's environment.

**299. Experimental Topics (1-4)**

Selected topics. May be repeated with new content. See Class Schedule for specific content. Limit of nine units applicable to a bachelor's degree in courses under this number, of which no more than three units may be applicable to general education requirements.

Answer the following questions about these catalogue entries.

1. Can any engineering student take Engineering 100?
2. What does the Cr/NC mean in Engineering 100?
3. Does Engineering 120 have a laboratory?
4. What is the prerequisite for Engineering 140?
5. Is Engineering 140 practical or theoretical?
6. How many units does a student receive for Engineering 150?

**ENGINEERING**

| SERIAL NO. | COURSE NO. | SECTION NO. | COURSE TITLE         | UNITS | DAYS | HOURS     | BLDG | ROOM  | INSTRUCTOR |
|------------|------------|-------------|----------------------|-------|------|-----------|------|-------|------------|
| • 2385     | 120        | 01          | Engr Prob Analysis   | 2     | M    | 1300 1350 |      | BA119 |            |
|            | 120        | 01          | Laboratory           |       | M    | 1400 1640 |      | BA119 |            |
| • 2387     | 120        | 02          | Engr. Prob. Analysis | 2     | M    | 1300 1350 |      | E111  | Hill J     |
|            | 120        | 02          | Laboratory           |       | M    | 1400 1640 |      | E111  | Hill J     |
| • 2389     | 120        | 03          | Engr. Prob. Analysis | 2     | T    | 800 850   |      | E106  | Hussain E  |
|            | 120        | 03          | Laboratory           |       | T    | 900 1140  |      | E106  | Hussain E  |
| • 2391     | 120        | 04          | Engr. Prob. Analysis | 2     | T    | 1300 1350 |      | BA119 | Chang H    |
|            | 120        | 04          | Laboratory           |       | T    | 1400 1640 |      | BA119 | Chang H    |
| • 2393     | 120        | 05          | Engr. Prob. Analysis | 2     | W    | 1300 1350 |      | BA119 | Krishnamo  |
|            | 120        | 05          | Laboratory           |       | W    | 1400 1640 |      | BA119 | Krishnamo  |
| • 2395     | 120        | 06          | Engr. Prob. Analysis | 2     | Th   | 800 850   |      | E106  |            |
|            | 120        | 06          | Laboratory           |       | Th   | 900 1140  |      | E106  |            |
| • 2397     | 120        | 07          | Engr. Prob. Analysis | 2     | Th   | 1300 1350 |      | BA119 | Stone S    |
|            | 120        | 07          | Laboratory           |       | Th   | 1400 1640 |      | BA119 | Stone S    |
| • 2399     | 120        | 08          | Engr. Prob. Analysis | 2     | F    | 1300 1350 |      | BA119 |            |
|            | 120        | 08          | Laboratory           |       | F    | 1400 1640 |      | BA119 |            |
| • 2401     | 140        | 01          | Engr. Meas. Analysis | 2     | MW   | 800 850   |      | HH221 | Stratton F |
| • 2402     | 140        | 02          | Engr. Meas. Analysis | 2     | MW   | 900 950   |      | HH221 | Stratton F |
| • 2403     | 140        | 03          | Engr. Meas. Analysis | 2     | TTh  | 800 850   |      | BA439 |            |
| • 2404     | 140        | 04          | Engr. Meas. Analysis | 2     | TTh  | 900 950   |      | SE326 | Banks J    |
| • 2405     | 140        | 05          | Engr. Meas. Analysis | 2     | TTh  | 1000 1050 |      | SE326 | Banks J    |
| • 2406     | 140        | 06          | Engr. Meas. Analysis | 2     | TTh  | 1100 1150 |      | SE403 |            |
| Z 2407     | 150        | 01          | Control Human Env    | 3     | TTh  | 930 1045  |      | SE121 | Johnson P  |
| • 2408     | 310        | 01          | Method Of Analysis   | 3     | TTh  | 1100 1215 |      | SE328 |            |
| • 2409     | 310        | 02          | Method Of Analysis   | 3     | MWF  | 1200 1250 |      | SE404 |            |
| • 2410     | 310        | 03          | Method Of Analysis   | 3     | TTh  | 1900 2015 |      | SE328 |            |
| • 2411     | 310        | 04          | Method Of Analysis   | 3     | MW   | 1730 1845 |      | BA121 |            |
| • 2412     | 310        | 05          | Method Of Analysis   | 3     | MW   | 1900 2015 |      | SE404 |            |
| • 2413     | 430        | 01          | Princ Engr Economy   | 3     | MWF  | 800 850   |      | SE201 | Johnson P  |
| • 2414     | 430        | 02          | Princ Engr Economy   | 3     | MWF  | 900 950   |      | SE201 | Johnson P  |
| • 2415     | 430        | 03          | Princ Engr Economy   | 3     | MW   | 1715 1830 |      | SE201 | Fitz R     |

Answer the following questions about these class schedule entries.

1. How many sections of Engineering 120 are there?
2. Who is the instructor for Engineering 120, section 03?
3. At what time does Engineering 120, section 04, meet? What day(s) of the week does it meet?
4. Where does Engineering 140, section 02, meet?
5. How many times a week does Engineering 310, section 03, meet?

- F. Cross-Cultural Questions**
- Discuss the following questions about your own culture. Compare and contrast your responses with those of the other students.
1. Are subjects such as politics, foreign policy, and social problems taught in high school or university courses? In your opinion, should they be taught?
  2. Are subjects such as marriage, sex, birth control, parenthood, and divorce taught in high school or university courses? In your opinion, should they be taught?
  3. Are there any courses or subjects taught that you feel are completely useless? Are there any that should be added to the curriculum?
  4. When students leave high school, are they well prepared for life outside school? Explain.
  5. Does everyone receive an education? Until what age is education mandatory? Is education free?
  6. Is there a separation between religion and education or is religion part of the school curriculum?

## Cultural Notes

1. During the first two years of an undergraduate education, a student must take some required courses which are usually not part of his or her major. An undergraduate in engineering, for example, is required to take general courses in the fields of history, sociology, and others. Undergraduates generally begin to specialize in the third year although they may have taken prerequisite courses in their major field during the first two years. Students are required to take general education courses so that they become "well-rounded." Students are expected to graduate with knowledge other than that in their field of specialization.
2. The grading system usually uses letters (A, B, C, D, F) with corresponding grade points (4,3,2,1,0) that make up the G.P. A. (grade-point average).
3. Professors decide their own method of grading. Some instructors use the *curve* grading system, which is based on a formula that calculates a certain number of A's, B's, C's, D's, and F's. In other words, a professor knows what percentage of his or her students will receive an A, B, C, D, or F. A student's score is calculated relative to the other students' scores.

4. Academic counselors are available to help students choose classes and majors and arrange schedules.
5. International student advisors can help with specific problems concerning immigration, visas, and other such areas.
6. On many campuses there are "clinics" and "centers" that deal with specialized problems: psychological counseling services, study skills centers, and math or business clinics are often available to students. Academic counselors can usually recommend where to go for these services.
7. There are other on-campus and off-campus services for students such as professional typing, and tutoring in many subjects. Some of these services are free; others are not. Often department secretaries or professors can suggest names of proficient students who tutor others in particular subjects. School newspapers also list special services in the "Classified Ads" section.

*Supplementary Vocabulary and Phrases*

|                                   |                          |
|-----------------------------------|--------------------------|
| instructor                        | credits/units            |
| professor                         | credit/no credit         |
| faculty                           | pass/fail                |
| department                        | requirements             |
| dean                              | prerequisites            |
| chairperson, chairman, chairwoman | electives                |
| undergraduate ("undergrad")       | transcript               |
| graduate ("grad")                 | registration             |
| freshman                          | tuition                  |
| sophomore                         | semester/quarter system  |
| junior                            | to add a class           |
| senior                            | to drop a class          |
| lower division                    | on campus                |
| upper division                    | off campus               |
| major/minor                       | extracurricular activity |

*Common Abbreviations;*

|              |  |
|--------------|--|
| G.P.A.       | = grade-point average                  |
| B. A. /B. S. | = bachelor of arts/bachelor of science |
| M.A./M.S.    | = master of arts/master of science     |
| Ph.D.        | = doctorate                            |
| Prof.        | = professor                            |

*Subjects*

Econ. = economics  
Phys. Ed. (P.E.) = physical education  
Math = mathematics  
Chem. = chemistry  
Bio. = biology  
Poli. Sci. = political science  
Psych. = psychology  
Soc. = sociology

7



# Work Values

## *factory Worker—Age 37:*

My boss says that I have a bad attitude about work because I don't get excited on the job. How can I get excited about working on an assembly line when I do the same thing all day long? I'm tired and I want to sit down. I'd like to tell the foreman of the factory to get lost.'

## *Elementary School Teacher—Age 37:*

I walk into a classroom and I've got an enormous amount of power. I'm 6 foot 7 inches and here are these 9-year-old fourth graders. . . . The children all listen when I speak. I am the big father figure. They all love me and I take care of them. It's great for my ego.<sup>2</sup>

## *Corporation President—Age 26:*

When I started making money I just went crazy . . . I bought a condominium and a home. I could never retire. It gets inside of you. If you don't progress every day, you feel you've wasted it. That's a day you'll never get back. . . . I usually get out of my office at one o'clock in the morning. I go home and eat dinner at two. . . . I'm down at the office Saturdays too. Sundays, about half the time. The other half of the time maybe my wife and I will go horseback riding or visit a friend's house. Even when you're visiting with them, you can't get away from your work. They ask about it. It's kind of a good feeling.<sup>3</sup>

## *Librarian:*

On this job, you can use your mind. Things that are challenging. . . . I feel free as a bird. I'm in a unique position because I'm the boss . . . I initiate things. I can experiment with all kinds of things I think the kids might be interested in.<sup>4</sup>

[A] No matter how employees feel about work, their primary motivation to work is to earn a living. People's attitudes toward their jobs are related to the nature of their work and the rewards they receive. For the factory "worker, work is a necessary *evil* which merely ensures *survival*. The

5 corporation president sees work as a way of obtaining *material* goods far beyond what is necessary for survival. The teacher and the librarian, although not highly paid, find intellectual *stimulation* and personal *gratification* in their jobs.

[B] One's job in the United States is an important *facet* of personal identity. "What do you do?" (i.e., for *a* living) is *synonymous* with "What are you?" In American English, asking a child, "What do you want to BE when you grow up?" really means, "What kind of work do you want to DO?" Since the American society places a stronger emphasis on "doing" (including producing) than on "being," work is one of the most important activities in an individual's life. In addition, what a person "does" helps to determine that person's *prestige*. A lawyer has more prestige than a bus driver; a nurse can claim more prestige than a waitress or a  
10 waiter.

### The "Work Ethic"

[C] Attitudes toward work in the United States have been greatly influenced by the "work *ethic*." Also called the "Puritan Ethic" or the "Protestant Ethic," it motivates people to work hard in order to become successful. The "work ethic" *imbues* work with the quality of goodness. It originated with the Puritan colonists from England, who came to North America in the 1600's. The ethic was an *outcome* of the religious belief that material success was a sign of God's favor, and that those who achieved this success were among God's "chosen" and would go to heaven.

[D] Whether or not success was achieved, work *attained* religious and *moral* value as illustrated in the expression, "The devil makes work for *idle* hands." For the seventeenth-century Puritan colonists in New England, work was a religious *virtue*. The work ethic is still important (particularly in the middle and upper classes), even though it has lost its religious significance. An outcome of this American work value is materialism: the tendency to be concerned with *wealth* and possessions.

### The "American Dream"

[E] In the United States there is a belief that people are rewarded for working, producing, and achieving. Many people believe that there is equality of opportunity that allows anyone to become successful. This belief is illustrated by stories written by a nineteenth-century American *novelist*, Horatio Alger, who wrote about the "American Dream." In his stories he described poor people who became rich because of their hard work, honesty, and luck. The stories *reinforced* the idea that all indi-



viduals, no matter how poor, were capable of becoming wealthy as long as they were *diligent* and virtuous. For many Americans, however, Horatio  
10 Alger's "rags-to-riches" stories do not represent the reality of opportunity. Many poor immigrants who came to the United States in the nineteenth and twentieth centuries were able to rise on the social and economic scales. Today, however, the poor generally do not rise to the middle and upper classes. The "American Dream" is now described as a  
15 *myth*; it is still difficult for several million Americans to "get ahead."

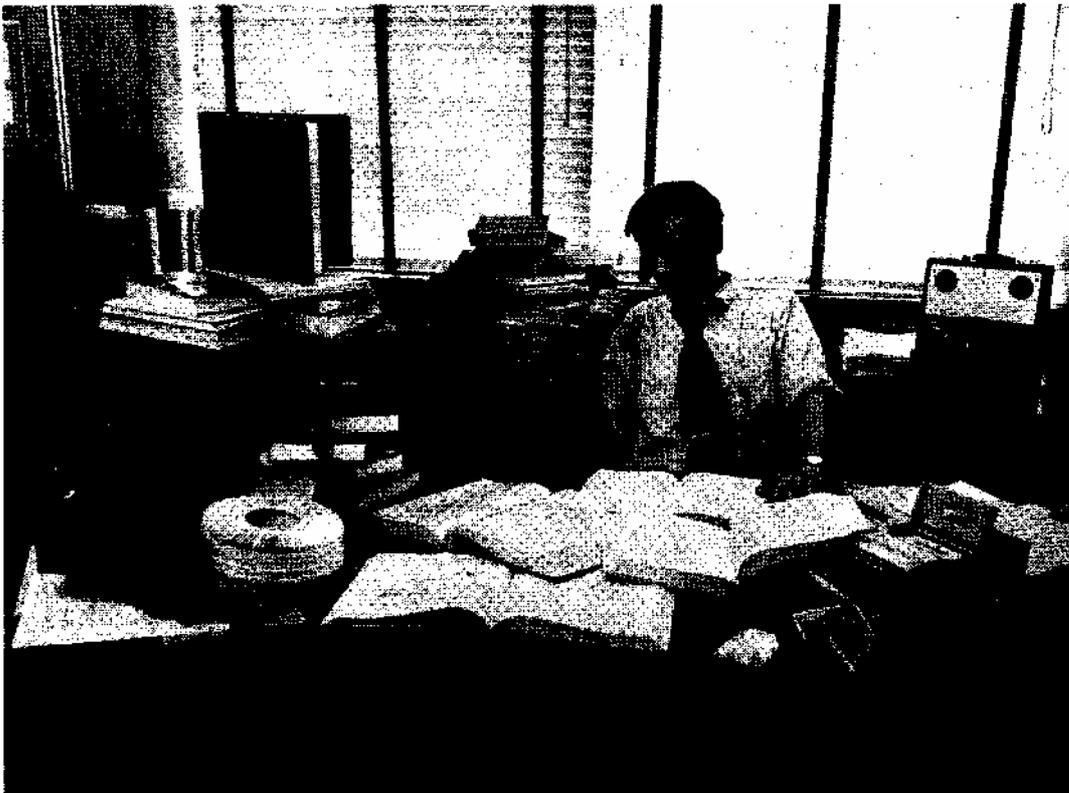
### *Rewards and Job Satisfaction*

[F] There are some people, however, who do succeed in raising their economic and social levels. "Upward (occupational) mobility" or "climbing the ladder" are terms that refer to one's advancement in work. Many employees have a *succession* of jobs that constitute a career. Some 5  
businesses, organizations, government *agencies*, and firms provide employees with the opportunities to progress to higher positions. *Promo-twmsjmd* increased responsibility generally bring higher salaries.

- [G] Rewards for achievement in work are personal as well as financial. There is increased job satisfaction when employees have the opportunity to develop creative and intellectual skills. Gaining *recognition* from fellow workers, supervisors, and managers gives one a sense of importance and  
5 identity in society.

### *Workaholics*

- [H] There are people who are especially attracted to the notion of "climbing the ladder" so as to increase their status, financial position, and sense of self-worth. In part, as a result of the work ethic, these people are internally "driven" to work. Not *infrequently*, foreign visitors have 5 observed that Americans spend an *inordinate* amount of time working and, as a consequence, Americans have little time for *leisure* or personal relationships. In American English a new word has been created to



describe people who work *compulsively*. The word "workaholic" describes an individual who *is* as *addicted* to work as an alcoholic is to liquor.

[I] There are conflicting points of view about workaholics. Those concerned with problems of mental stress believe workaholics *abuse* themselves physically and mentally. Others hold that workaholics are valuable members of society because they are extremely productive. The American culture values achievement, *efficiency*, and production—a workaholic *upholds* these values.

### *Leisure and Socializing*

[J] Despite the presence of workaholics, there is a growing *realization* in the United States that excessive work demands can be physically and mentally harmful. Many people have been *rebellious* against the work ethic, claiming that when a job is so important, personal relationships suffer and *relaxation becomes secondary*. *Consequently* there has been a shift in values, with more emphasis being given to personal relationships and nonwork activities. Leisure time provides opportunities to find personal satisfaction and freedom from the routine of work.

[K] Increased leisure time in the United States has not altered the idea that work and play are distinct activities.<sup>5</sup> This distinction is clear-cut; there are "work-hours" and "after-work-hours." There is a belief that it is desirable "to work hard and play hard" and undesirable to combine the two. In many offices, stores, and factories socializing among employees is discouraged. An employee under pressure at work often cannot afford to respond to social calls and visits. However, the amount of personal contact on the job depends on the nature of the work. There may be more social interaction between teachers in a school than between scientists doing independent research. Nevertheless, work and play are usually *perceived* and maintained as separate activities.

[L] People are *ambivalent* toward work; it is, at the same time, glorified and *belittled*. In the words of former President Richard Nixon: "The 'work ethic' holds that labor is good in itself; that a man or woman becomes a better person by virtue of the act of working. America's competitive spirit, the 'work ethic' of this people, is alive and well. . . ."<sup>6</sup> Another viewpoint is expressed in an Anacin (aspirin) commercial: "I like my job and am good at it, but it sure *grinds* me down sometimes, and the last thing I need to take home is a headache."<sup>7</sup>

## Comprehension Questions<sup>1</sup>

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. In the reading, the authors included excerpts from various people's reactions to work to illustrate:
  - a. A variety of occupations in the United States.
  - b. A variety of attitudes toward work.
  - c. The basic dissatisfaction of factory workers.
2. The main theme of the reading is:
  - a. Values and attitudes toward work.
  - b. The employer—employee relationships.
  - c. Materialism and competition in the work world.
3. The question, "What do you do?" means: [B]
  - a. What are you doing now?
  - b. What do you do for a living? c.
  - What do you do after work?
4. Why do you think the term "work ethic" is preferable to "Protestant ethic"? [D]
  - a. There are no more Protestants who believe in the work ethic.
  - b. The United States is not a religious society.
  - c. People of many religions in the United States have been influenced by this ethic.
5. One outcome of the "work ethic" is a concern with: [D]
  - a. Spiritualism.
  - b. Materialism.
  - c. Religion.
6. The "American Dream" is the belief that: [E]
  - a. Honesty and luck are American characteristics.
  - b. All hard-working individuals will end up wearing rags.
  - c. Any individual can achieve wealth.
7. One aspect of a "career" is that it is made up of: [F]
  - a. Wooden ladders and mobility.
  - b. A series of positions in which an individual advances.
  - c. Social and economic levels.

<sup>1</sup>The capital letter in brackets refers to the corresponding paragraph in the reading.

8. An individual who is addicted to work is: [H]
  - a. An alcoholic (drinks too much alcohol).
  - b. A drug addict.
  - c. A compulsive worker.
9. The authors state that workaholics: [I]
  - a. Abuse themselves physically and mentally.
  - b. Are highly productive members of society.
  - c. Both a. and b.
10. Why have some people begun to place less emphasis on work and more on nonwork activities? [J]
  - a. They realize that having friends is not as necessary as working.
  - b. They realize that excessive work demands can be harmful to their health.
  - c. They realize that work is not useful.
11. Why don't some people socialize with their co-workers on the job? [K]
  - a. They consider work and play separate activities.
  - b. They have nothing in common with their fellow workers.
  - c. They feel that socializing with them will create problems at home.
12. What *is* the difference between Nixon's view of work and the view expressed on the TV commercial for Anacin? [L]
  - a. The former is a fact; the latter is an opinion. *b.* The former is a glorification of work; the latter is not. *c.* The former is true; the latter is false.

### Vocabulary List

|                    |                    |                    |                      |
|--------------------|--------------------|--------------------|----------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i>   |
| *evil survival     | *facet             | ethic              | *attained            |
| material           | synonymous         | *imbues            | moral idle           |
| stimulation        | prestige           | *outcome           | virtue               |
| gratification      |                    |                    | wealth               |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H .</i> |
| novelist           | succession         | recognition        | infrequently         |
| reinforced         | agencies           |                    | inordinate           |
| diligent           | promotions         |                    | leisure              |
| rags *myth         |                    |                    | compulsively         |
|                    |                    |                    | addicted             |

\*See vocabulary exercise D.

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph I</i> | <i>Paragraph J</i> | <i>Paragraph K</i> | <i>Paragraph L</i> |
| abuse              | realization        | perceived          | ambivalent         |
| efficiency         | rebellious         |                    | belittled          |
| upholds            | relaxation         |                    | grinds             |

*Phrases and Expressions*

- get lost (factory worker)
- father figure (elementary school teacher)
- to go crazy (corporation president)
- to use your mind (librarian)
- to be free as a bird (librarian)
- to earn a living [A]
- a necessary evil [A]
- What do you do? [B]
- work ethic [C]
- The devil makes work for idle hands. [D]
- rags to riches [E]
- to get ahead [E]
- upward mobility [F]
- to climb the ladder [F]
- to be driven [H]
- workaholic [H]
- to grind someone down [L]

**Vocabulary Exercises \***

A. Decide what part of speech is needed in the blanks. Change the original **Word Forms** word to the appropriate form.

1. survival [A]
  - a. When the airplane crashed there were few\_\_\_\_\_.
  - b. \_\_\_\_\_ in the desert requires an adequate water supply.
  - c. The navy provided \_\_\_\_\_ classes for sailors going out to sea.
  - d. Indoor plants cannot \_\_\_\_\_very well either in a cold or hot climate.
2. material [A]
  - a. One kind of \_\_\_\_\_ used to build houses is stucco.

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

- b. Some people strive to accumulate \_\_\_\_\_ wealth.
- c. \_\_\_\_\_ is the concept that the highest values lie in material well-being.
- d. \_\_\_\_\_ societies have little in common with spiritualistic ones.
3. stimulation [A]
- a. Mental \_\_\_\_\_ is important in early childhood development.
- b. Did you find the sociology course \_\_\_\_\_ ?
- c. Caffeine in coffee is a \_\_\_\_\_ .
- d. The teacher \_\_\_\_\_ the students by bringing guest lecturers to class.
4. gratification [A]
- a. Difficult classes are often more \_\_\_\_\_ than easy ones.
- b. Some people seek \_\_\_\_\_ in work while others seek it in play.
- c. It is not always possible to \_\_\_\_\_ others' needs.
5. synonymous [B]
- a. A \_\_\_\_\_ of the verb "to deceive" is "to trick."
- b. The question, "What do you do?" is \_\_\_\_\_ with "What job do you have?"
6. prestige [B]
- a. Is Harvard University more \_\_\_\_\_ than Yale?
- b. Some people think that \_\_\_\_\_ is not important.
7. ethic [C]
- a. The firing of the employees was not a very \_\_\_\_\_ thing to do.
- b. The "work \_\_\_\_\_" has its influence on people today.
- c. The lawyer's \_\_\_\_\_ were questioned when he - charged his client too much.

8. moral [D]

- a. The young child acted \_\_\_\_\_ when she returned the gum she had stolen from the store.
- b. Do people have a \_\_\_\_\_ obligation to take care of the aged?

9. idle [D]

- a. The old woman became \_\_\_\_\_ after she was forced to retire.
- b. The unemployed man walked the streets \_\_\_\_\_.

10. virtue [D]

- a. The young man decided to live a \_\_\_\_\_ life by becoming a priest.
- b. A \_\_\_\_\_ is a high moral standard.

11. wealth [D]

- a. When the \_\_\_\_\_ man died, he left his money to his grandchildren.
- b. The country's \_\_\_\_\_ came from its supply of diamonds and gold.

B Choose the appropriate synonym or word closest in meaning from the **Synonyms** list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

- |             |                |              |
|-------------|----------------|--------------|
| advancement | old clothes    | hard-working |
| author      | supported      | series       |
| offices     | acknowledgment |              |

1. Charles Dickens was one of the greatest *novelists* of his time. [E]
2. The teacher never positively *reinforced* his students' creative ideas. [E]
3. Although the child wasn't as intelligent as the others, he received the highest test score because he was *diligent*. [E]
4. Poor children who wear *rags* to school are sometimes laughed at by their school mates. [E]
5. After trying a *succession* of diets the woman finally lost 10 pounds. [F]

- 6. People who need help finding a job can go to employment *agencies*. [F]
- 7. The president of the company decided to give *promotions* to college graduates only. [F]
- 8. The Nobel Prize is given in *recognition* of outstanding achievement. [G]

C. First review the way the following words are used in paragraphs H and I. Fill-in Then fill in each of the blanks with the word that best fits the sentence. *Change the part of speech when necessary.*

- |                  |                  |                |
|------------------|------------------|----------------|
| infrequently [H] | compulsively [H] | efficiency [I] |
| inordinate [H]   | addicted [H]     | upholds [I]    |
| leisure [H]      | abuse [I]        |                |

The Company President

After 55 years as company president, Mr. Rutt was still \_\_\_\_\_  
 \_\_\_\_\_ to his job. He always said, "Hard work makes an  
 honest man." Consequently, Mr. Rutt spent an \_\_\_\_\_  
 amount of time at the company. He was \_\_\_\_\_ absent  
 and he never took time for \_\_\_\_\_ activities. He believed  
 in \_\_\_\_\_ on the job and expected his employees to work  
 as \_\_\_\_\_ as he did. In trying to \_\_\_\_\_ his  
 position of authority he sometimes \_\_\_\_\_ the company  
 employees by making them work overtime.

D. Match the words on the left with their definitions on the right. Place the Matching letter of the definition in the space next to the word (includes paragraphs J, K, and L).

- |                                 |  |
|---------------------------------|--|
|                                 | a. a clear and full understanding            |
| facet                           | b. permeates                                 |
| imbues _____ thing, or activity | having conflicting feelings toward a person, |
| outcome                         | d. crushes into bits                         |

|              |  |
|--------------|--|
| attained__   | opposing or resisting any authority or control   |
| myth __ _    | any of a number of sides or aspects result       |
| realization  | a lessening of or rest from work through recrea  |
| rebellng _   | tion or other activities an untrue story or idea |
| relaxation _ | recognized; became aware of anything that        |
| perceived _  | causes harm, pain, misery disaster               |
| ambivalent   | made to seem little, less important "gained      |
| belittled _  | through effort; accomplished; achieved           |
| grinds ___   |  |

E. Which statement best conveys the meaning of the italicized words?

- raises**
- Expressions**
1. When someone says, *Get lost*, he means: (factory worker) a.
    - a. Go hide yourself .
    - b. Go away.
    - c. Lose your direction .
  2. A male teacher may be a *father figure* for young children in elementary school. This means he is: (elementary school teacher)
    - a. Like a father to the children.
    - b. Shaped like a father.
    - c. The legally adopted father for children without parents.
  3. Some people regard work as *a necessary evil*. This means: [A]
    - a. Work is the result of the devil.
    - b. Work must be evil; there is no choice.
    - c. Work is necessary but undesirable.
  4. *Getting ahead* in a career means: [E]
    - a. Receiving a cost of living raise.
    - b. Getting hired by another employer.
    - c. Advancing in a job.
  5. When a person is *driven* to do something, he or she: [H]
    - a. Drives somewhere in order to accomplish the task.
    - b. Is mentally forced to do something.
    - c. Must take a driving test.

5. When a person is *driven* to do something, he or she: [H]
- Drives somewhere in order to accomplish the task.
  - Is* mentally forced to do something.
  - Must take a driving test.
6. Some jobs *grind people down*. This means: [L]
- Some jobs chop people up.
  - Some jobs make people feel shorter.
  - Some jobs exhaust people and take away their energy.

## Conversational Activities

A. Following are religious, literary, and comical quotations on the subject of **Quotations** work. What does each say about the nature of work? Read them and **on Work** discuss the questions that follow.

### Quotations

You shall gain your bread by the sweat of your brow.

*Old Testament*, Genesis 3:19

Do not resent manual labor or farm work, for it was ordained by the Most High.

*Old Testament*, Ecclesiastes 7:15

Hire yourself out to work which is beneath you rather than become dependent on others.

*Talmud* (religious writings)

You work that you may keep peace with the earth and the soul of the earth.

KAHLIL GIBRAN

Work and love—these are the basics. Without them there is neurosis.

THEODOR REIK, *Of Love and Lust*

Nothing is really work unless you would rather be doing something else.

SIR JAMES BARRIE, as quoted in *Reader's Digest*, October 1936

You can't eat for eight hours a day nor drink for eight hours a day nor make love for eight hours a day—all you can do for eight hours is work. Which is the reason why man makes himself and everybody else so miserable and unhappy.<sup>8</sup>

WILLIAM FAULKNER

*Discuss:*

What do these quotations on work mean?

Do they reflect your feelings about work?

Do you know any quotes or expressions about work in your language?

B. In 1961 the sociologist Otis Duncan, devised a scale that indicated how **Job Prestige** much prestige particular jobs or occupations in the United States carried.<sup>9</sup> The scale was created from surveys that rated certain occupations for desirability. (See Cultural Notes for Duncan's scale.)

*Directions:*

1. Individually, rank the following fourteen occupations in terms of the status they carry in your country. (This ranking is not necessarily what you think, but rather indicates your country's view toward the occupations.)
2. In small groups compare your rankings.
3. Together, reach a consensus (agreement) as to the degree of prestige you think each occupation should have. This second ranking will be based on your personal opinion.

**Occupations**

|                           |                     |
|---------------------------|---------------------|
| banker                    | religious leader    |
| writer                    | factory owner labor |
| doctor                    | union organizer     |
| undertaker                | college professor   |
| elementary school teacher | corporate president |
| assembly line worker      | nuclear physicist   |
| farmer                    | carpenter           |

**Individual Ranking**

**Group Consensus Ranking**

*According to Country*

Based on *Group Opinion*

|             |           |
|-------------|-----------|
| 1. _____    | 1. _____  |
| 2. _____    | 2. _____  |
| 3. _____    | 3. _____  |
| 4. _____    | 4. _____  |
| _____       |           |
| 5. _____    | 5. _____  |
| 6. _____    | 6. _____  |
| _____       |           |
| 7. _____ 7. |           |
| 8. _____    | 8. _____  |
| _____       |           |
| 9. _____    | 9. _____  |
| _____       |           |
| 10. _____   | 10. _____ |
| _____       |           |
| 11. _____   | 11. _____ |
| _____       |           |
| 12. _____   | 12. _____ |
| _____       |           |
| 13. _____   | 13. _____ |
| _____       |           |
| 14. _____   | 14. _____ |

*Follow-up:* Was it difficult to reach a consensus on occupational prestige with your group? What determines overall prestige in your country (money, education, family name, other)?

C. In small groups with members of the same culture, choose one of the **Role-Plays** following situations to act out (or decide on another situation to act out with your small group). Answer the follow-up questions after each role play.

1. A boss in a factory speaks to a group of workers about the high rate of absenteeism. The workers are not happy with his new rules and regulations.
2. A lazy employee of a company receives a raise because the boss is a relative. The other employees are angry.

3. An employee is fired for no apparent reason.
4. A secretary cannot finish her work because the boss is always bothering her.
5. A high school graduate (18 years old) is having trouble deciding which career to follow. His or her parents are discussing the problem.
6. A company vice-president has been caught cheating on the financial accounts.

*Follow-up:* Is the problem you selected to act out a typical one in your country? Could it happen in any country?

D. In the 1970's, the author Studs Terkel spent three years interviewing employees in the United States to find out how they felt about their jobs. He compiled the interviews in *Working* which for several weeks, became the #1 Best Seller in the United States. Following are excerpts from a few of his interviews:

*Directions:*

1. In small groups choose one or more of the following passages to discuss.\*
2. Read and discuss the passage(s) with your small group.
3. As a group, write a list of the positive and/or negative qualities that the workers attribute to their jobs. For example:

*A Teacher* (in the United States)

- likes to help people learn
- dislikes low salary
- has too much work at night
- likes other teachers
- is intellectually stimulated

4. Individually make a list of how you think a worker in your country would feel about the same job. (If you choose to discuss the garbage man, for example, make a list of attitudes and complaints of a garbage man from your country.)

\*Groups should choose different passages.

**Airline Stewardess:**

We had to go to stew [stewardess] school for five weeks. We'd go through a whole week of make-up and poise. I didn't like this. They make you feel like you've never been out in public. They showed you how to smoke a cigarette, when to smoke a cigarette, how to look at a man's eyes. Our teacher, she had this idea we had to be sexy. One day in class she was showing us how to accept a light for a cigarette from a man and never blow it out. When he lights it, just look in his eyes.<sup>10</sup>

**Garbage Man:**

I've been outside for seven years and I feel more free. I don't take the job home with me. When I worked in the office, my wife would say, "What was the matter with you last night? You laid there and your fingers were drumming the mattress." That's when I worked in the office. The book-keeping and everything else, it was starting to play on my nerves. Yeah, I prefer laboring to bookkeeping, for one thing, a bookkeeping job doesn't pay anything. I was the lowest paid man there.<sup>11</sup>

**Policeman:**

I make an arrest on someone who commits a crime of violence. I have to resort to a physical type of arrest to subdue him, I might have to shoot the person. I'm chastised for being brutal. It's all right for him to do what he wants to do against myself or legitimate people, but in no way can I touch him. I don't see the justice.<sup>12</sup>

**Dentist:**

Dentistry is very precise. No matter what you do, sometimes things just don't go right. One of the big diseases dentists have is stress. It's physically hard because you're in an uncomfortable\_bjej3ositic^^ day. With techniques today, young fellows are sitting down. I wish I'd sit down more, but I'm not accustomed to it. So I stand most of my day. . . . The The patients are in a tense positions too. There is stress on both sides. . . . All they have to do is jerk once on you and they've damaged themselves.<sup>13</sup>

**Waitress:**

People imagine a waitress couldn't possibly think or have any kind of aspiration other than to serve food. When somebody says to me, "You're great, how come you're *just a waitress?*" *Just a waitress.* I'd say, "Why, don't you think you deserve to be served by me?" It's implying that he's

not worthy, not that I'm not worthy. It makes me irate. I don't feel lowly at all. I myself feel sure I don't want to change the job. I love it.<sup>14</sup>

### Steel Mill Worker:

[My boss] said, "Mike, you're a good worker but you have a bad attitude." My attitude is that I don't get excited about my job. I do my work but I don't say whoopee-doo. the day I get excited about my job is the day I go to a head shrinker [psychiatrist]. How are you gonna get excited about pullin' steel? How are you gonna get excited when you're tired and want to sit down?

It's not just the work. Somebody built the pyramids. Pyramids, Empire State Building—these things just don't happen. There's hard work behind it. I would like to see a building, say, the Empire State, I would like to see on one side of it a foot-wide strip from top to bottom with the name of every bricklayer, the name of every electrician, with all the names. So when a guy walked by, he could take his son and say, "See, that's me over there on the forty-fifth floor. I put the steel beam in." Picasso can point to a painting. What can I point to? A writer can point to a book. Everybody should have something to point to.<sup>15</sup>

*Follow-up:* When you compared your individual lists, what cultural differences and similarities did you discover in worker attitudes?

- E. Answer the following questions about your own culture and then discuss intercultural similarities and differences. **Cultural Cross-Questions**
1. How does a person decide on a career (e.g., with the help of parents, school counselors)?
  2. When do young people begin thinking about finding jobs?
  3. What are typical working hours? Do people take work home? How much socializing is there on a job?
  4. What obligations do employers and employees have toward each other? Do employees stay on one job for a long time or is there a great deal of job mobility?
  5. What benefits do employees have (health, insurance, vacation)?
  6. How do people advance on the job? Is advancement based on competency or seniority?
  7. What jobs are considered "male" jobs and "female" jobs? Does the sex of an employee affect one's work, status, or salary on the job?

8. What kind of economy does your country have (e.g., capitalist, socialist, etc.)? How does it affect workers and the nature of occupations?

## Cultural Notes

1. "Blue-collar worker" is a term referring to manual laborers and skilled and unskilled workers. "White-collar worker" refers to such employees as salespersons, clerks, secretaries, technicians, managers, and "professionals" (lawyers, doctors, etc.).
2. A "union" is an organization of wage earners formed for the purpose of protecting the worker with respect to wages and working conditions.
3. Minimum wage refers to the lowest possible amount of money an employer can pay an employee over the age of eighteen. In 1970 minimum wage was \$1.30 per hour; in 1980 it was \$3.10.
4. Job advancement and mobility are determined not only by employers. Employees themselves may independently decide to leave their employer because of the promise of a better job elsewhere. An employee in the United States is expected to be loyal to the employer while on the job but is free to change jobs whenever he or she wishes to. Scientists, engineers, highly educated professionals, executives, technicians, and managers have particularly high rates of job mobility.
5. In the United States the government recognizes the importance of work as the means for survival. It has established several systems of compensation for people who are unemployed or underemployed. "Social Security" goes to disabled and retired persons. Some retired people also receive a "*pension*" which is based on how long they worked at one job. "Welfare," including food stamps, goes to poor people and unemployed immigrants.
6. The average amount of time people have for vacation is generally between two and four weeks per year. Vacation time generally increases with the time an employee has worked in one place.
7. The following is the Duncan Scale which illustrates job prestige in the United States.<sup>16</sup> The occupations are ranked in order of prestige from top to bottom.



Physicians  
Lawyers and judges  
Architects  
Aeronautical engineers  
Social scientists  
Natural scientists  
Salaried managers in manufacturing  
Authors  
Stock and bond salespeople  
Teachers, retail store buyers  
Insurance agents and brokers  
Actors, librarians  
Retail-trade managers  
Local public administrators  
Manufacturing foremen  
Athletes, clergymen, bank tellers

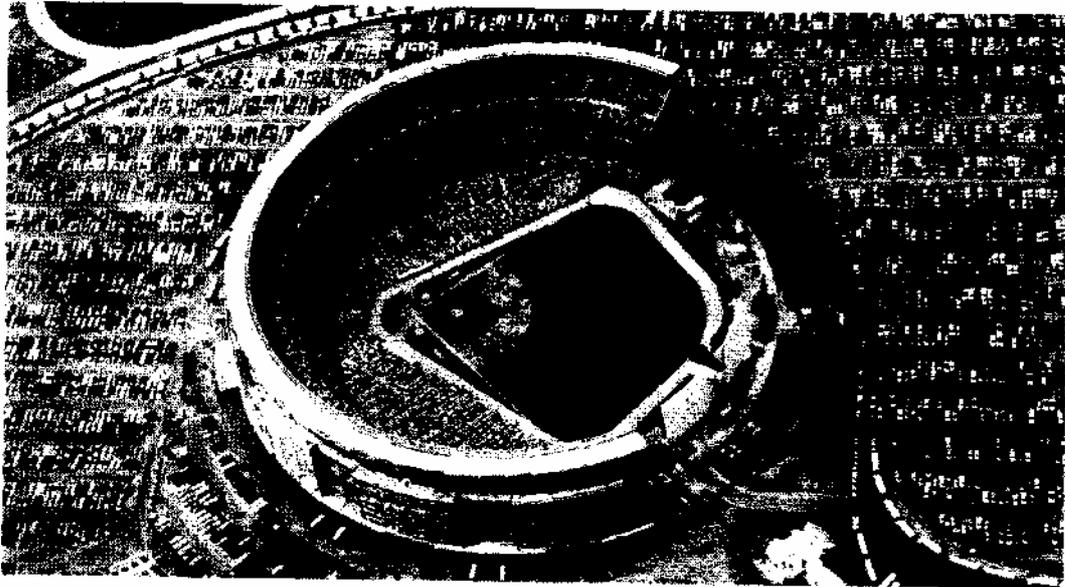
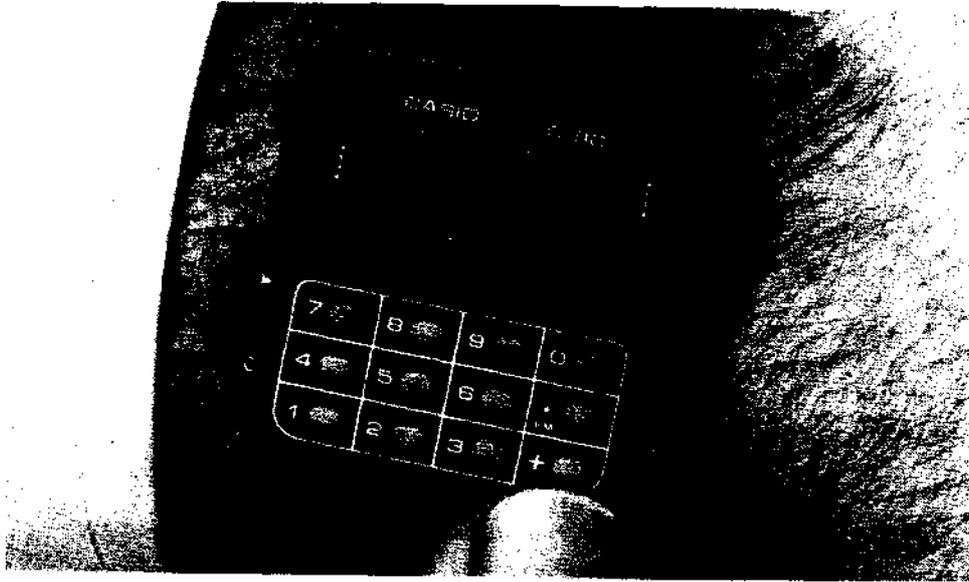
Power station operators  
 Sales clerks Nurses  
 Construction foremen  
 Bill collectors, detectives, dieticians, furriers  
 Plumbers and steam fitters Building managers  
 Plasterers Bus drivers Bakers  
 Motor vehicle manufacturing operators  
 Automobile mechanics Members of the  
 armed forces Blast furnace operators  
 Waiters and waitresses Farmers  
 Taxi drivers, charwomen, paperhangers, fishermen Hucksters and  
 peddlers, manufacturing laborers Farm laborers Coal miners, yarn-  
 thread-, and fabric-mill machinery operators

*Supplementary Vocabulary and Phrases*

|                           |                     |
|---------------------------|---------------------|
| occupation                | to earn the bread   |
| advancement               | to lay off          |
| income                    | to fire             |
| wages                     | to quit             |
| merit                     | to resign           |
| raise                     | to exploit          |
| benefits                  | "bread and butter"  |
| overtime                  | blue-collar worker  |
| retirement                | white-collar worker |
| to apply for a job        | labor unions        |
| to be qualified for a job | manual labor        |

8

TIME  
SPACE



# *Time and Space Patterns*

## **Time**

Susan Anthony has an eight-to-five job with two 15-minute coffee-breaks, a one-hour lunch, scheduled appointments and weekly deadlines. Every time she enters and leaves her office building she "punches" the clock. Although she is not aware of it, her work day is strongly influenced by her culture's attitudes toward time.

[A] When travelers lack an *awareness* of how time is regulated in a foreign country, they can expect to feel somewhat *disoriented*. Since most people take time for granted, the effects of values, customs, and social *etiquette* on the use of time are seldom examined. A culture that values achievement and progress will discourage people from "wasting" time. Highly efficient business people from these cultures may feel frustrated in a country where work proceeds at a slow *pace*. In religious societies, customs specify times of the day, week, or year for prayer and religious *celebrations*. If an individual tries to make an appointment during a *sacred* holiday, he or she could unknowingly offend a religious person. Social etiquette determines appropriate times for visits, meetings, and even phone calls. Arriving two hours late for an appointment may be acceptable in one culture, whereas in another, keeping someone waiting fifteen minutes may be considered *rude*.

## *Promptness*

[B] Promptness is important in American business, academic, and social settings. The importance of *punctuality* is taught to young children in school. *Tardy* slips and the use of bells signal to the child that punctuality and time itself are to be respected. An *amusing* report of a school-5 child's experience with time appeared in a recent newspaper article:

As a child, my mother used to tell me how crucial it was to be at school when the first bell rang. Preparation for my "on-time" appearance began the night before. I was directed to go to bed early so I could wake up wide-eyed at 7 A.M. with enough time to get ready. Although I usually managed to watch my share of *TV* cartoons, I knew that in one hour I had to get dressed, eat breakfast, brush my teeth, comb my hair, and be on my way to school or I would be violating an important rule of Mom's, the school's, or of the world's. It was hard to tell which.<sup>1</sup>

- [C] People who keep appointments are considered *dependable*. If people are late to job interviews, appointments, or classes, they are often viewed as unreliable and irresponsible. In the business world, "time is money" and companies may *fine* their executives for tardiness to business meetings. Of course, it is not always possible to be punctual. Social and business etiquette also provides rules for late arrivals. Calling on the telephone if one is going to be more than a few minutes late for *scheduled* appointments is considered polite and is often expected. Keeping a date or a friend waiting beyond ten to twenty minutes is considered rude. On the other hand, arriving thirty minutes late to some parties is acceptable.



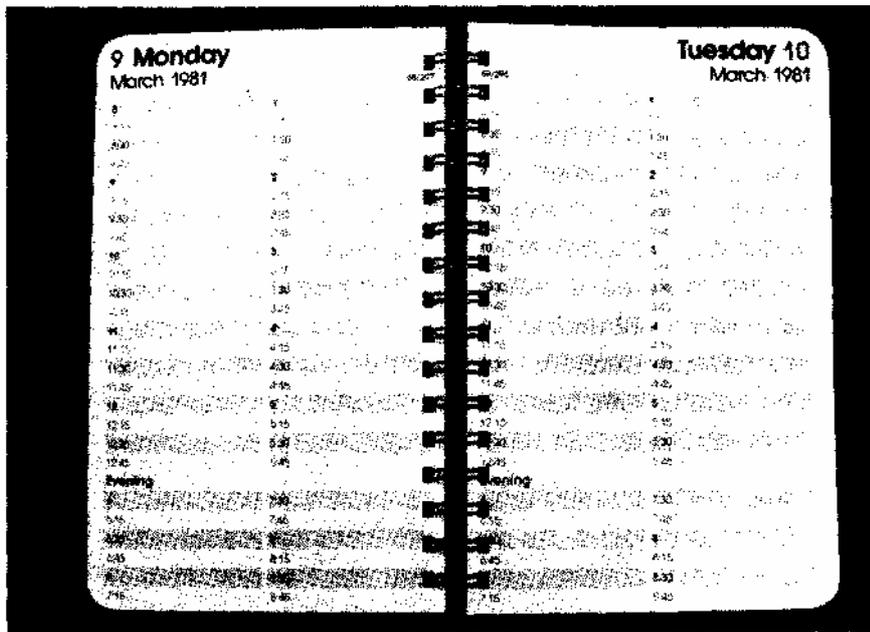
- [D] Respecting deadlines is also important in academic and professional circles. It is expected that deadlines for class assignments or business reports will be met. Students who hand in assignments late may be surprised to find that the professor will lower their grades or even refuse

to grade their work. Whether it is a question of arriving on time or of meeting a deadline, people are culturally *conditioned* to regulate time.

*Division of Time*

[E] Time is *tangible*; one can "gain time," "spend time," "waste time," "save time," or even "kill time"!<sup>2</sup> Common questions in American English reveal this concrete quality as though time were a *possession*. "Do you have any time?", "Can you get some time for this?", "How much free time do you have?" The treatment of time as a possession influences the way time is carefully divided.

[F] Generally, Americans are taught to do one thing at a time and may be uncomfortable when an activity is interrupted. In businesses the careful scheduling of time and the separation of activities are common practices. Appointment calendars are printed with 15-, 30-, and 60-minute time slots. A 2:30-3:00 interview may end in time for a brief break before a 3:15-4:00 meeting. The idea that "there is a time and place for everything" extends to American social life. Visitors who "drop by" without *prior* notice may interrupt their host's personal time. Thus, calling friends on the telephone before visiting them is generally preferred to visitors' "dropping by." To *accommodate* other people's schedules, Americans



make business plans and social *engagements* several days or weeks in advance.

### *Future Time*

[G] Cultures tend to favor either a past, present, or future orientation with regard to time. A future orientation, encompassing a preference for change, is *characteristic* of American culture. The society encourages people to look to the future rather than to the past. Technological, social, and artistic trends change rapidly and affect people's lifestyles and their relationships.

[H] Given this inclination toward change, it is not surprising that tradition plays a limited role in the American culture. Those who try to uphold traditional patterns of living or thought may be seen as *rigid* or "old-fashioned." In a society where change is so rapid, it is not uncommon for every generation to experience a "generation gap." Sometimes parents struggle to understand the values of their children. Even religious institutions have had to adapt to *contemporary* needs of their followers. Folk singers in church services, women religious leaders, slang *versions* of the Bible, all reflect attempts made by traditional institutions to "keep up 10 with the times."

[I] High rates of change, particularly in *urban* areas, have contributed to a focus on the future rather than the past or present. Some Americans believe that the *benefits* of the future orientation are achievement and progress which enable them to have a high standard of living. Others believe that high blood pressure and stomach ulcers are the results of such a lifestyle.

[J] As individuals in a culture, we all have an *intuitive* understanding about how time is regulated. Usually we do not think about the concept of time until we interact with others who have a different time orientation. Although individuals from any two cultures may view time similarly, we often sense that in another culture, life seems to proceed at either a slower or faster pace. Knowing how time is regulated, divided, and perceived can provide valuable insights into individuals and their cultures.

## Space

"We shape our buildings and they shape us."

WINSTON CHURCHILL

### *Architectural Differences*

[K] When we travel abroad we are immediately impressed by the many ways buildings, homes, and cities are designed. The division and organization of space lend character and uniqueness to villages, towns and cities. Yet, architectural differences may also cause confusion or discomfort for the traveler. In the following example, a group of Americans living in a country in South America reacted emotionally to the architectural differences they observed.

The Latin house is often built around a patio that is next to the sidewalk but hidden from outsiders behind a wall. It is not easy to describe the degree to which small architectural differences such as this affect outsiders. American . . . technicians living in Latin America used to complain that they felt "left out" of things, that they were "shut off." Others kept wondering what was going on "behind those walls."<sup>3</sup>

[L] The separation of space inside homes may also vary from culture to culture. In most American homes the layout of rooms reveals the separateness and labeling of space according to function—bedroom, living room, dining room, playroom, and so on. This system is in sharp contrast to other cultures where one room in a house may serve several functions. In Japan, homes with sliding walls can change a large room into two small rooms so that a living room can also serve as a bedroom.

[M] When a home or a city's design is influenced by another culture, the "native" architecture can be lost or disguised. For example, a French architect was asked to design Punjab, the capital city in Chandigarh, India. He decided to plan the city with centralized shopping centers which required public transportation and movement away from the village centers. Eventually the Indians stopped meeting each other socially in their small neighborhoods. Apparently, the introduction of a non-Indian style of architecture affected some of the cultural and social patterns of those living in the city.

### *Privacy and the Use of Space*

[N] Architectural design influences how privacy is achieved as well as how social contact is made in public places. The concept of privacy is not

unique to a particular culture but what it means is culturally determined. For example,

. . . according to Donald Keene, author of *Living Japan*, there is no Japanese word for privacy. Yet one cannot say that the concept of privacy does not exist among the Japanese but only that it is very different from the Western conception.<sup>4</sup>

5 Similarly, there is no word in the Russian language that means exactly the same as the English word 'privacy'.

[O] People in the United States tend to achieve privacy by physically separating themselves from others. The expression "good fences make good neighbors" indicates a preference for privacy from neighbors' homes. If a family can afford it, each child has his or her own bedroom.

5 When privacy is needed, family members may lock their bedroom doors.

When the American wants to be alone he goes into a room and shuts the door—he depends on architectural features for screening. . . . The English, on the other hand, lacking rooms of their own since childhood, never developed the practice of using space as a refuge from others.<sup>5</sup>

In some cultures when individuals desire privacy, it is acceptable for them simply to withdraw into themselves. That is, they do not need to remove themselves physically from a group in order to achieve privacy.

[P] Young American children learn the rule "knock before you enter" which teaches them to respect others' privacy. Parents, too, often follow



this rule prior to entering their children's rooms. When a bedroom door is closed it may be a sign to others saying, "I need privacy," "I'm angry,"  
5 or "Do not disturb . . . I'm busy." For Americans, the physical division of space and the use of architectural features permit a sense of privacy.

[Q] The way space is used to enable the individual to achieve privacy, to build homes or to design cities is culturally influenced. Dr. Hall summarizes the relationship between individuals and their physical surroundings:

Man and his extensions constitute one interrelated system. It is a mistake . . . to act as though man were one thing and his house or his cities, . . . or his language . . . were something else.<sup>6</sup>



## Comprehension Questions'

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

### *Time*

1. Susan Anthony's use of time is used in the introduction of this reading to exemplify:
  - a. Bureaucratic efficiency.
  - b. Cultural influences.
  - c. A career woman's day.
2. People who arrive late for appointments may be considered; [A]
  - a. Impolite.
  - b. Dependable.
  - c. Lazy.
3. In the United States the child who must go to bed early, be prompt at school, or bring a tardy slip if he is late: [B]
  - a. Is learning the importance of time and punctuality in his culture.
  - b. Is learning to disobey his parents and teachers.
  - c. Is being punished for disobeying his mother and school officials.
4. Social etiquette in the United States allows people: [C]
  - a. To be a few minutes late for interviews and business meetings.
  - b. To come early to parties.
  - c. To be up to a half-hour late for some parties.
5. The idea that "time is tangible" in the American culture means: [E]
  - a. Time is a material object (such as an alarm clock).
  - b. Time cannot be wasted.
  - c. Time is treated and expressed as though it were a possession.
6. The examples of office calendars and separate business activities illustrate the idea that: [F]
  - a. Activities are usually done "one at a time."
  - b. The customer is not as important as the secretary.
  - c. Americans don't like to socialize in the office.
7. The American orientation toward the future might be demonstrated by the: [H]

The capital letter in brackets refers to the corresponding paragraph in the reading.

- a. Presence of religious institutions.
- b. Preference for "old-fashioned" parents.
- c. Limited role of tradition.

8. Which of the following positions do the authors take on the use of time in the American culture? [I]

- a. The fast pace produces nothing but ulcers and high blood pressure.
- b. The authors do not take a position but, rather, describe different attitudes.
- c. The fast pace permits technological and scientific progress which benefits all people.

### *Space*

1. Sir Winston Churchill's quote, "We shape our buildings and they shape us," means:

- a. We cannot live without buildings.
- b. The shapes of buildings determine culture completely.
- c. We influence our environment and it influences us.

2. Why did American technicians in Latin America complain of feeling "left out" and "shut off"? [K]

- a. They weren't accustomed to the architectural style of walls around houses.
- b. They were prevented from learning the family secrets of the Latin Americans living inside the houses.
- c. They were unable to find the entrances to the Latin American homes.

3. Why did the Indians' social life change after the foreign architect designed the capital city? [M]

- a. Public transportation destroys social life in big cities.
- b. Local neighborhoods were no longer the centers of social activities.
- c. All non-Indian architecture discourages social interaction.

4. What is the point Donald Keene makes in his book *Living Japan*? [N]

- a. The Japanese view of privacy is not the same as the Western view.
- b. Privacy is only a Western concept.
- c. The Japanese don't need privacy and therefore don't have a word for it.

## Vocabulary List

### Time

|                    |                    |                    |                    |
|--------------------|--------------------|--------------------|--------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i> |
| awareness          | punctuality        | dependable         | conditioned        |
| disoriented        | tardy              | fine               |                    |
| etiquette          | amusing            | scheduled          |                    |
| pace               |                    |                    |                    |
| celebrations       |                    |                    |                    |
| sacred             |                    |                    |                    |
| rude               |                    |                    |                    |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i> |
| tangible           | slots              | characteristic     | rigid              |
| possession         | prior              |                    | contemporary       |
|                    | accommodate        |                    | versions           |
|                    | engagements        |                    |                    |
| <i>Paragraph I</i> | <i>Paragraph J</i> |                    |                    |
| urban              | intuitive          |                    |                    |
| benefits           |                    |                    |                    |

### *Phrases and Expressions*

|                                 |     |
|---------------------------------|-----|
| to take [something] for granted | [A] |
| on time                         | [B] |
| time is money                   | [C] |
| do one thing at a time          | [F] |
| a time and place for everything | [F] |
| drop by                         | [F] |
| old-fashioned                   | [H] |
| generation gap                  | [H] |
| keep up with the times          | [H] |

## Vocabulary Exercises

### A. Synonyms

Choose the appropriate synonym (or word closest in meaning) from the list and rewrite each sentence, replacing the italicized word. *Change tense, singular and plural, and part of speech when necessary.*

|           |             |       |
|-----------|-------------|-------|
| holy      | confuse     | speed |
| festivals | manners     | late  |
| funny     | recognition |       |
| impolite  | promptness  |       |

The capital letter in brackets refers to the corresponding paragraph in the reading.

1. Travelers can feel *disoriented* in foreign cultures. [A]
2. An *awareness of* the problem is needed before it can be solved. [A]
3. Sending "thank you notes" a day or two after attending dinner parties is considered to be good social *etiquette*. [A]
4. Long distance runners increase their running *pace* gradually. [A]
5. Dancing and eating are two favorite activities at many *celebrations*. [A]
6. For many people the Bible is a *sacred* book. [A]
7. As a child he learned that yawning while others are speaking is *rude*. [A]
8. Some people believe that *punctuality* in others is characteristic of a responsible person. [B]
9. The class met so early in the morning that the student was frequently *tardy*. [B]
10. Teachers who tell *amusing* stories in class are popular. [B]

B. First choose the correct word for the definitions. Then fill in the blanks in **Definitions** the sentences below the definitions. Note: *You may have to change the grammatical form of the word placed in the sentence.*

|                 |                |                 |
|-----------------|----------------|-----------------|
| dependable [C]  | tangible [E]   | accommodate [F] |
| fine [C]        | possession [E] | engagements [F] |
| scheduled [C]   | slots [F]      |                 |
| conditioned [D] | prior [F]      |                 |

1. trained \_\_\_\_\_  
The dog was \_\_\_\_\_ to sit when his master said, "Sit down."
2. openings, holes \_\_\_\_\_  
Large packages cannot fit into small \_\_\_\_\_ in the mailbox.
3. having form and substance; able to be touched \_\_\_\_\_  
She wanted \_\_\_\_\_ proof of his love.
4. trustworthy; reliable \_\_\_\_\_

The friendship between the two girls ended when one showed that she wasn't \_\_\_\_\_ .

5. to make fit; adjust \_\_\_\_\_

The student was unable to \_\_\_\_\_ the professor's busy schedule and consequently did not visit him during office hours.

6. previous; earlier \_\_\_\_\_

\_\_\_\_\_ commitments prevented his going to the party.

7. a sum of money to be paid as punishment \_\_\_\_\_

In some states, throwing trash from the car window may result in a \$500 \_\_\_\_\_

8. appointments \_\_\_\_\_

The president of the bank arranged a dinner \_\_\_\_\_ with one of the bank employees.

9. anything someone owns \_\_\_\_\_

Her wedding ring was her most valuable \_\_\_\_\_ .

10. planned for a certain time \_\_\_\_\_

The busy executive \_\_\_\_\_ every minute of the day.

- C. Choose the word that *best* defines the italicized word.

**Multiple**

**Choice** 1. Redwood forests are *characteristic* of parks in Northern California. [G]

- |                  |               |
|------------------|---------------|
| a. rare in       | c. popular in |
| b. cultivated in | d. typical of |

2. His boss was so *rigid* that he never listened to new ideas. [H]

- |                  |          |
|------------------|----------|
| a. inflexible    | c. harsh |
| b. authoritarian | d. angry |

3. The students attended a class entitled "*Contemporary* Issues" in which they discussed social, political, and economic problems. [H]

- |               |                 |
|---------------|-----------------|
| a. current    | c. humane       |
| b. historical | d. contemptuous |

4. Since there were five different *versions* of the accident, it was difficult to know what really happened. [H]
- |                    |               |
|--------------------|---------------|
| a. outcomes        | c. quotations |
| b. interpretations | d. paragraphs |
5. Life in *urban* areas is more hurried than life in the countryside. [I]
- |                |           |
|----------------|-----------|
| a. farm        | c. city   |
| b. residential | d. street |
6. The major *benefit* of working with the company was the opportunity to travel. [I]
- |              |            |
|--------------|------------|
| a. gift      | c. problem |
| b. advantage | d. result  |
7. Some people seem to be more *intuitive* than others. [J]
- |               |              |
|---------------|--------------|
| a. perceptive | c. ignorant  |
| b. concerned  | d. apathetic |

## Conversational Activities

A. The following story humorously describes the daily life of one American **Use of Time** student. The story is told from the point of view of his foreign roommate. Read the passage and complete the exercise below.

Robert Rushmore (R.R.) tells me to use time wisely, but I think he abuses time. He crams a thousand activities into what he calls "just a second." The busier the better—that's R.R.'s motto. He moves fast, he eats fast, he talks fast, he even got married and divorced fast.

From the moment my roommate wakes up, he tries to beat the clock. The alarm buzzes; he jumps up, washes quickly, snatches a piece of toast, gulps down a cup of coffee, and crams for his classes. He has a special watch with a built-in alarm so he can time his arrival to class three minutes before it begins. He uses these three fleeting minutes to proof-read his homework or to continue reading the morning paper.

Once when I borrowed his notes I found that 50 percent of the words were abbreviated. He even abbreviates his name when he writes personal notes. Once the bank called and told him that "stamped" signatures were not allowed on his checks.

What's really strange is although R.R. doesn't have very much money, he prefers to call people long distance rather than write letters. However, he does send manufactured greeting cards and get-well cards for special occasions. At Christmas time all his friends got a Xerox letter.

R.R. is a lot of fun, but the way he uses time is exhausting. Last week we decided to double-date. I thought we'd have a quiet dinner at home and enjoy an evening of conversation. R.R. offered to make the

meal; quickie spaghetti, precooked French bread, and instant pudding. We spent only forty-five minutes for dinner and then hurried to catch an 8 P.M. movie. Afterwards we went dancing. By 2 A.M. I was dragging my feet.

Sometimes I wonder if R.R. ever tries to slow down his pace. He says that he would like to stop the world and get off but that he doesn't have time. I don't know if that is true . . . only time will tell.

*Directions:*

In the columns, list all the verbs, adjectives, adverbs, and expressions in the story that are related to time or saving time. You will find *at least* 6 verbs (including two-part verbs), 2 adverbs, 6 adjectives, and 4 expressions.

| verbs | adverbs | adjectives | expressions |
|-------|---------|------------|-------------|
|-------|---------|------------|-------------|

*Discuss:*

What are the advantages and disadvantages of the way R.R. uses time?

What are some expressions or words in your language which reflect the way people use time?

The following are additional American proverbs and expressions on the subject of time. What does each expression mean?

A stitch in time saves nine.

Time is money

Kill two birds with one stone.

Time is of the essence.

Do not put off until tomorrow what you can do today.

**B.**  
**Multiple Choice Questionnaire** The following questions are intended to stimulate cross-cultural discussion and to help you become familiar with American customs and responses. On the multiple choice questions try to guess what an American would do. *More than one answer may be correct.*

1. If you were invited to another family's house for dinner how much later after the scheduled time would you arrive?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. 15 minutes later.
- b. 30 minutes later.
- c. 1 hour later.
- d. 2 hours later or more.

2. How long does a party at which dinner is served usually last?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. 1 to 2 hours.
- b. 3 to 4 hours.
- c. 5 to 6 hours.
- d. 7 to eight hours.

3. If you were having a party for the students in your class, how many days in advance would you invite them?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. The day of the party.
- b. One day in advance.
- c. Several days in advance.
- d. Three or four weeks in advance.

4. How would a host indicate to a guest that it was time to leave?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. The host would start yawning.
- b. The host would announce, "It's time to leave."

- c. The hosts would start cleaning up.
  - d. The hosts wouldn't say anything, so I would leave at a time I thought was reasonable.
5. At a party or social occasion, how would you indicate that it was time for you to leave someone's home?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. I would wait until the host said something.
  - b. I would say, "I'm sorry. I have to leave now."
  - c. I would say, "It's getting late and I'd better be going."
  - d. I would make up an excuse (e.g., I have to get up early tomorrow) and thank the hosts.
6. When first meeting a date or a friend's parents, an appropriate amount of time to speak with them would be:

*In your country:* \_\_\_\_\_

*In the United States:*

- a. 5 minutes.
  - b. 15-30 minutes.
  - c. 1 hour.
  - d. 2 hours or more.
7. If you had an appointment with a professor at 12:00 and arrived at 12:45, how would the professor react?

*In your country:* \_\_\_\_\_

*In the United States:*

- a. He wouldn't care.
- b. He would excuse you if you had called.
- c. He would consider you irresponsible.
- d. He would be insulted.

C. The way space is used influences people's attitudes and relationships. Use of Space in Interaction For example, how people are seated around a table affects conversation. Who sits next to whom and who looks at whom influence the social interaction. Even historical and political events may be affected by the use of space. In 1968, during the Vietnam War, international peace talks were held in Paris, France. A serious problem facing the planners of these meetings was the seating arrangement of the representatives. Each government's status and needs had to be considered. It took eight

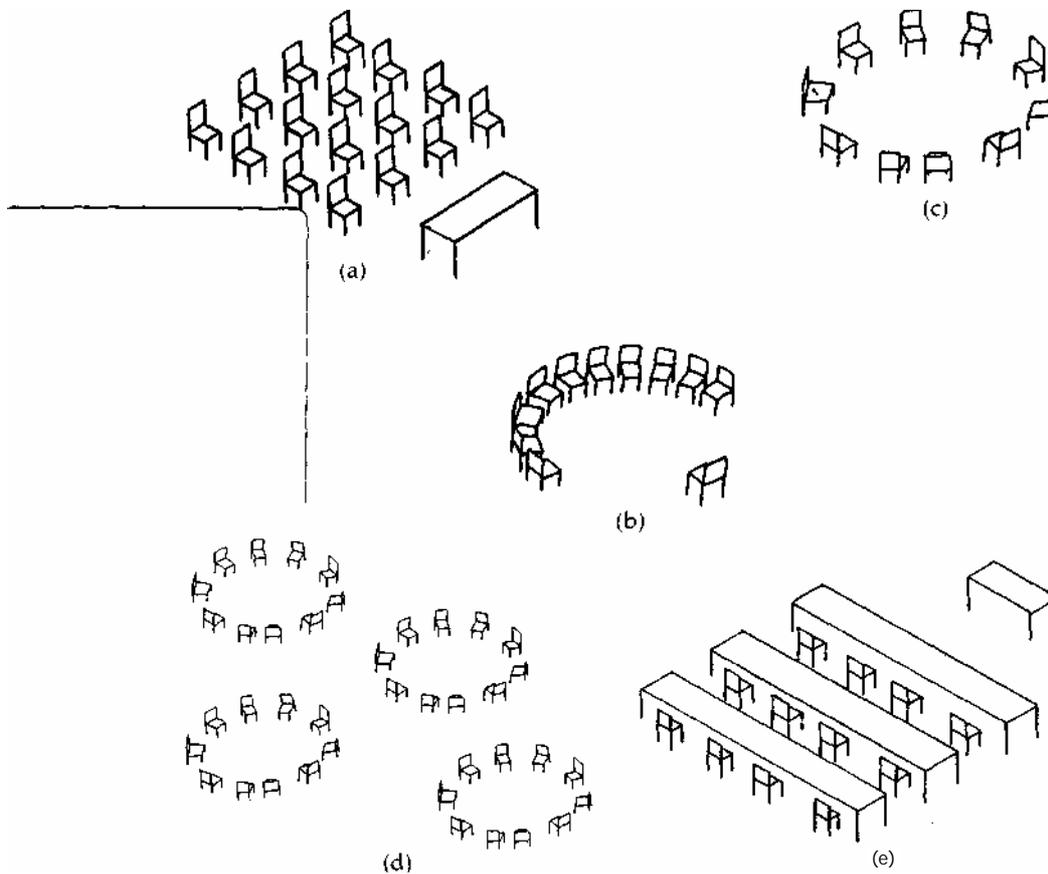
months to reach an agreement on the shape of the table. In the meantime, the war continued.<sup>7</sup>

The following drawings illustrate the varieties of seating arrangements in the American classroom. The seating of students varies with the type of course, the number of students, and the instructor's teaching style.

*Directions:*

1. Look at the differences between the seating arrangements in each classroom.
2. Answer the questions following the illustration. Compare and discuss your answers with those of the other class members.
3. Discuss the follow-up questions.

**Seating Arrangement In Classrooms**



- c. The hosts would start cleaning up.
  - d. The hosts wouldn't say anything, so I would leave at a time I thought was reasonable.
5. At a party or social occasion, how would you indicate that it was time for you to leave someone's home?

*In your country:* \_\_\_\_\_

*In the United States:*

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  - c. I would say, "It's getting late and I'd better be going."
  - d. I would make up an excuse (e.g., I have to get up early tomorrow) and thank the hosts.
6. When first meeting a date or a friend's parents, an appropriate amount of time to speak with them would be:

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- C. The way space is used influences people's attitudes and relationships.
- Use of Space in Interaction For example, how people are seated around a table affects conversation. Who sits next to whom and who looks at whom influence the social interaction. Even historical and political events may be affected by the use of space. In 1968, during the Vietnam War, international peace talks were held in Paris, France. A serious problem facing the planners of these meetings was the seating arrangement of the representatives. Each government's status and needs had to be considered. It took eight

*Directions:*

Circle the letter (corresponding to the seating arrangement) that applies. You may choose more than one answer. Compare and discuss your answers with those of the other class members.

**Seating Arrangement**

*In your opinion,  
which classroom arrangement . . .*

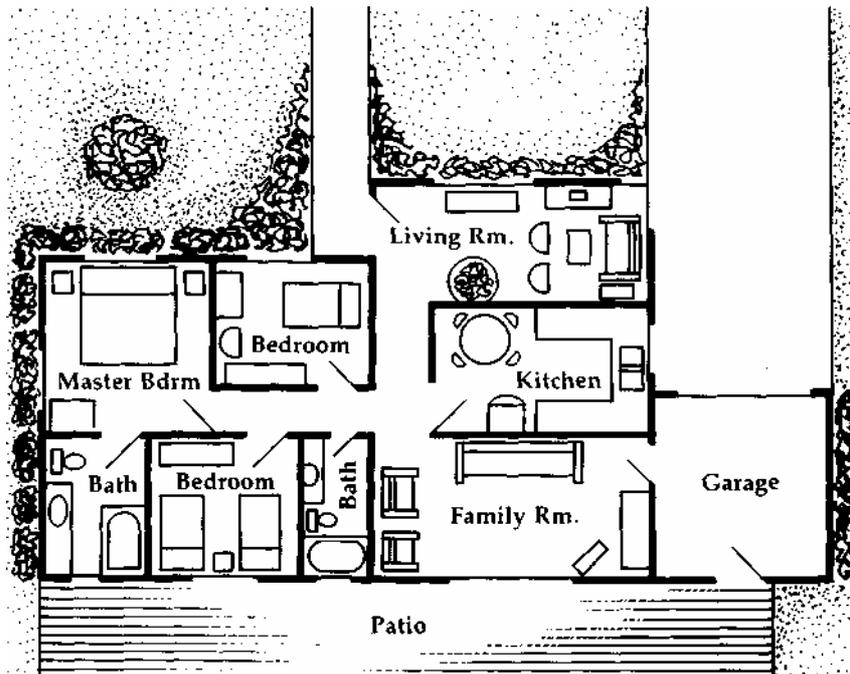
|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1 | Is the most formal?   | a | b | c | d | e |
| 2 | Is the least formal?  | a | b | c | d | e |
| 3 | Encourages the most student participation?                      | a | b | c | d | e |
| 4 | Encourages the least student participation?                     | a | b | c | d | e |
| 5 | Enables students to have the most eye contact with the teacher? | a | b | c | d | e |
| 6 | Is preferable for language learning?                            | a | b | c | d | e |
| 7 | Is the most common in classrooms in your country?               | a | b | c | d | e |

*Follow-up:*

*A foreign student* commented that she felt most comfortable in a classroom similar to that in illustration (a). *She said that she felt shy and "exposed"* when students had to sit in a circle or semicircle formation. Why do you think she felt this way? In which types of classroom do you feel most comfortable?

**D. The Organization of Homes**

The *use* of space in designing and decorating a home varies among countries. The following is a floor plan of a standard home in the United States. Is this use of space different from that in your home?



*Discuss:*

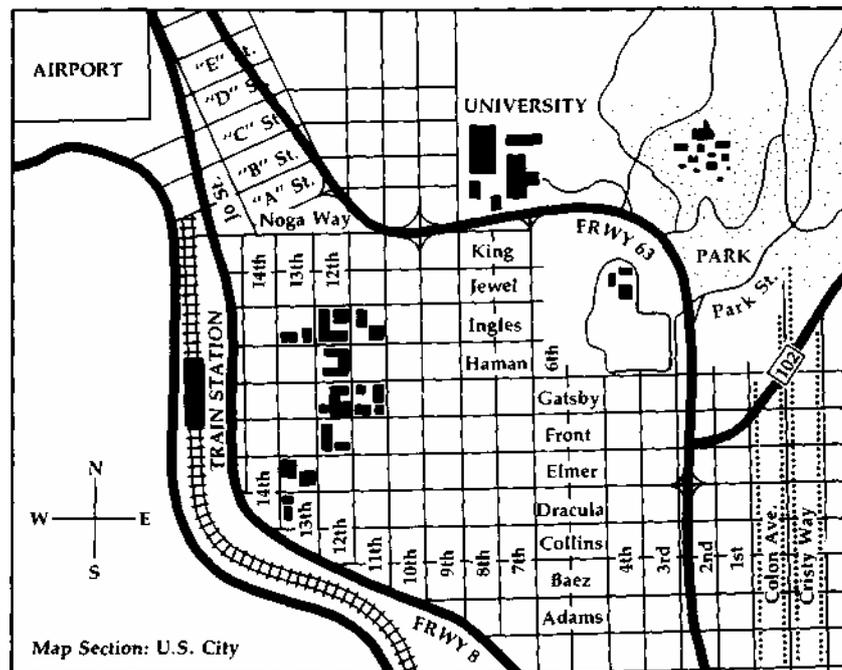
Are there any features in this home that differ from features in homes in your country?

In homes in your country are there some rooms that are only for guests? Are there some rooms only for certain members of the family?

How does the organization of space in your home affect relationships between family members?

**E. The Design of Cities** Many cities and towns in the United States have a linear design so that street names and addresses follow an orderly progression: 1st, 2nd, 3rd Street (numerical); Adams, Baez, Collins, Dracula (alphabetical). Addresses usually have a numerical progression of even numbers on one side of the street and odd numbers on the other. The placement of institutions and buildings is also adapted to the culture. In the United States, neighborhood schools and local shopping areas may be integrated into residential areas, but skyscraper office buildings and large department stores are located in the town center or "downtown" area. Most zoning laws restrict heavy industry to areas away from houses and stores.

Shown here is a map of a city in the United States. Are there any features in this city that are different from features in a city in your country?



Read the following directions and follow the route on the map. Then complete the activity.

Directions from the airport to Colon Ave. and Baez St. (via Freeway 63):

From the airport take "D" St. east to Jo St. Make a right on Jo St. and go to "A" St. Make a left on "A" St. and take it to Freeway 63 south. Take 63 to the Adams Ave. exit. Go east 2 blocks to Colon Ave. Make a left on Colon St. and go 1 block to Baez St.

*Activity:* Work in pairs. Give each other directions from one location to another on the city map. Be specific: use "direction" terms such as street, avenue, corner, freeway, on-ramp, and exit. Tell each other how to get from:

1. The university to the Gatsby St. on-ramp on Freeway 8 (via downtown)
2. Baez St. and 3rd Ave. to "A" St.
3. Downtown (12th Ave. and Jewel St.) to Freeway 102.
4. The train station to the park.
5. The airport to the corner of 11th Ave. and Dracula St.

*Discuss:*

Is the layout of the city on the map different from the layout of your city? If so, how?

When giving directions to someone in your language, what terms do you use to indicate the division of space?

- F. Cross-Cultural Questions**
- Answer the following questions about your own culture and then discuss intercultural similarities and differences.

*Time*

1. Is the American concept of time different from that in your country? Might a business person from the United States encounter any differences? (Consider promptness, schedules, signing of contracts, etc.)
2. Are there objects, procedures, or customs which are symbolic of your culture's use of time? Explain.
3. How does technology influence the use of time? How does it affect personal, social, and professional lives?

*Space*

1. How is a sense of privacy obtained in your culture? What do you do when you want to be alone (at home, at work, or elsewhere)?
2. Has the design of your city been influenced by non-native styles of architecture? If so, how?
3. What types of architecture are best suited to the environment and geography of your country?

## Cultural Notes

*Time*

1. For doctors' and dentists' appointments it is important to call 24 to 48 hours before a scheduled appointment if you have to cancel. In some cases, you will be charged if you do not appear for an appointment.
2. When making appointments, it is not always possible to schedule one as soon as you would like. You may have to wait up to several weeks to schedule an appointment (e.g., with the dentist). Receptionists will usually try to schedule appointments as early as it is possible.
3. When you have a hotel reservation, it is a good idea to ask, "By what time do I have to arrive?" If you arrive later than the specified time, the hotel personnel may cancel your reservation unless you call ahead of time to tell them that you'll be late. If you have to cancel your reservation, call in advance to notify the hotel.
4. "Time-saving" devices and methods are very popular in the United States. They include push-button TV's, instant coffee, TV dinners, microwave ovens, drive-in banking, and fast-food restaurants.

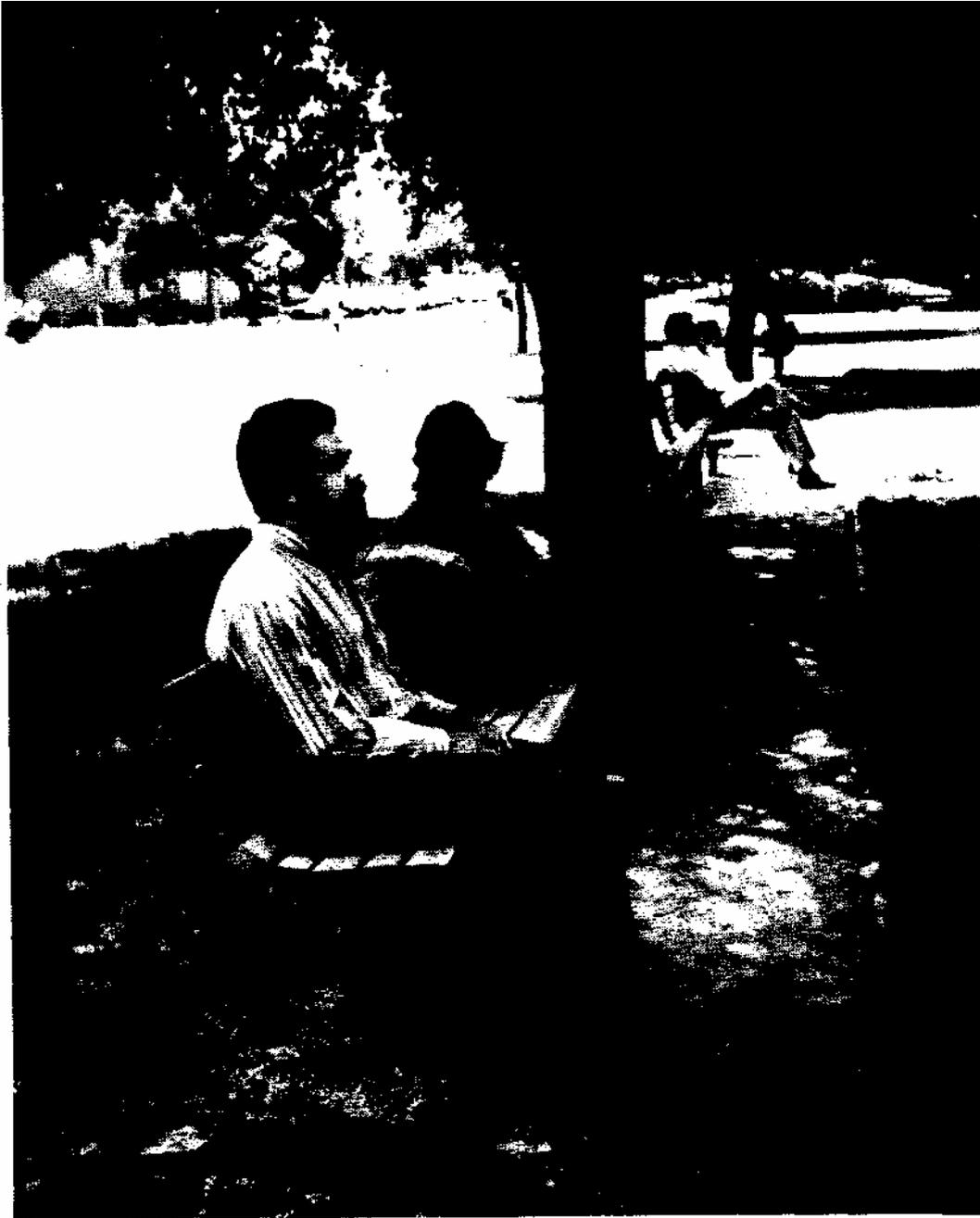
*Space*

1. At very formal dinner parties you may find a place card (with your name on it) next to the plate where you are supposed to sit. Otherwise the host/hostess may tell you where to sit. There may be no fixed places at a dinner table. In this case, each person sits wherever he or she would like. Often the mother or the father sits at the head(s) of the table.
2. Often when you are invited into an American home the host or hostess will give you a "tour" of the house. One reason for this is to make you feel more comfortable so that you will feel "at home." Also, Americans enjoy showing off the improvements they've made in their homes.

3. It is not unusual for hosts or hostesses to invite guests into the kitchen while they are preparing a meal although in some countries, this would be considered unacceptable. American hospitality is often informal.

*Supplementary Vocabulary and Phrases*

|                  |                    |
|------------------|--------------------|
| to stall         | to slow down       |
| to postpone      | hectic             |
| to procrastinate | frantic            |
| to delay         | in time            |
| to hurry up      | "fashionably late" |
| to speed up      | time flies         |



# *Cultural Conflict*

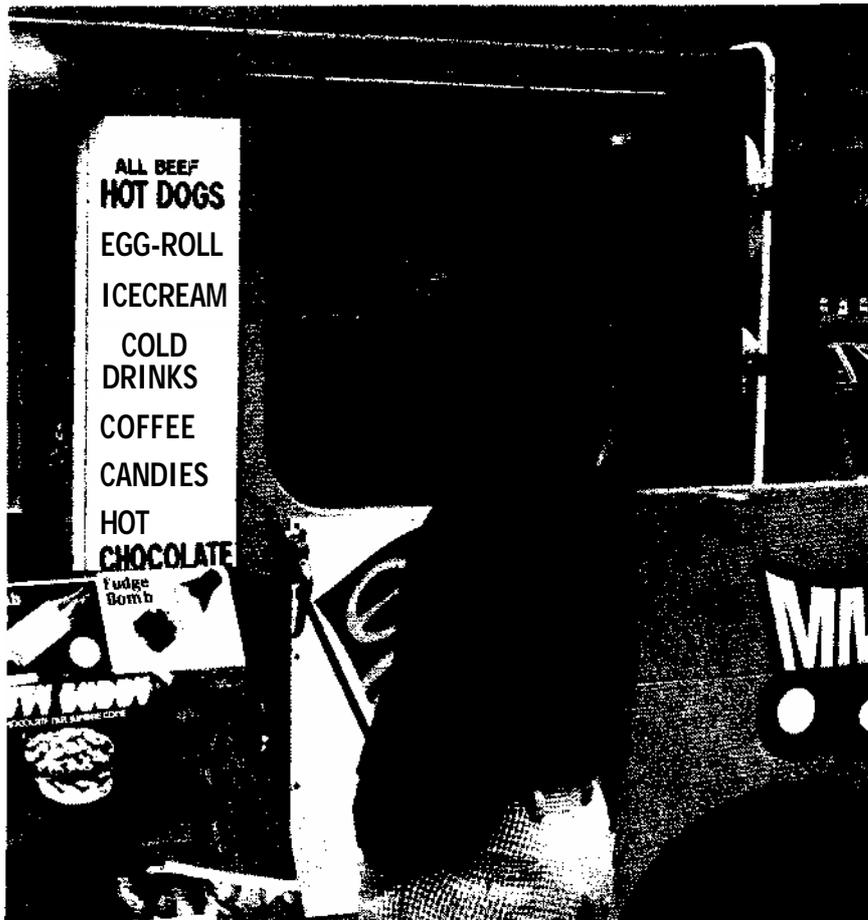
"Suppose that you're planning to visit a part of the world about which you know very little—except that it is quite different from your own country. You are sophisticated enough to expect that the spoken language and probably some gestures will be different. You know, too, that customs will be different, but you are not sure exactly what this will mean. At least there will be interesting things to take pictures of or write home about. The climate and foods will be different, of course, but these differences are attractions and are not really problems. Such is the would-be tourist's view of a foreign culture.

. . . From the moment you arrive, your [cultural and personal] background . . . will influence everything you expect [and] a great deal of what you do and do not do. . . . Most of the people you meet will be similarly influenced by their own backgrounds, culturally, socially, and personally. If some of the people you meet think you act a little strangely, they may never know whether you are peculiar, or whether most people from your country are strange, or whether all "foreigners" are strange. . . .

Most of what you do [in a foreign country] will be "what comes naturally" —which means what you have always done or seen others do back home. Most of our behavior is outside of our awareness *so* that "normal behavior" means behavior according to the norms of our culture and not what is done everywhere or done "naturally." Still, to the extent that you are aware of the possibilities of different behavior in the land you are visiting, you may be unusually self-conscious of some of this "normal behavior." '

## *Communication and Culture*

[A] "Intercultural Communication" is communication between members of different cultures. This definition is simple, but the process is *complex*. Intercultural communication involves differing perceptions, attitudes, and interpretations. We know that even two people from the same culture can have communication problems. People can *unintentionally hurt* each other by something they say or do. Isn't it logical, then, that communication problems can be *compounded* among people who do



- not have the benefit of shared experiences (i.e., language and culture)?
- [B] Cultures do not communicate; individuals do. Everyone has a unique style of communication, but cultures determine a general style for their members. The relationship of the individual to his culture is *analogous* to an actor and his director. The actor puts his own personality
- 5 into his acting but is nevertheless influenced by the director. We are not always aware of the *subtle* influences of our culture. Likewise, we may not perceive that others are influenced by their cultures as well.

### *Misinterpretations*

- [C] Problems and misinterpretations do not result every time members from two cultures communicate. However, when cultural conflicts do arise, they may be perceived as personal rather than cultural. In the following example it is a cultural misunderstanding that creates negative
- 5 feelings and confusion:

A young woman from one culture is looking out of the window and sees a male acquaintance from another culture. He signals to her by *puckering* his lips. She quickly looks away from the window. Later she ignores him. He is confused and she is angry.

The misunderstanding was due to the woman's failure to understand the man's nonverbal signal. In her culture, his gesture conveys a sexual *advance*. *According* to his culture, he was only saying (nonverbally), "Oh, there you are. I've been looking for you." The woman's misinterpretation resulted in her angry reaction and his confusion. If the two had



known more about each other's nonverbal cues, they could have avoided the cultural conflict.

- [D] Some misunderstandings are insignificant and can be easily ignored or *remedied*. Other conflicts are more serious in that they can cause misinterpretations and create *persistent* negative attitudes toward foreigners.

### *Ethnocentrism*

- [E] Difficulties in intercultural communication arise when there is little or no awareness of *divergent* cultural values and beliefs. In cross-cultural interaction, speakers sometimes assume that what they believe is right, because they have grown up thinking their way is the best. This *ethnocentric* assumption can result in negative judgments about other cultures. Another manifestation of ethnocentric attitudes is that people become critical of individuals from different cultures.
- [F] In the following example, Rosamine and Merita demonstrate that they cannot understand each other's points of view. Rosamine and Merita are talking to each other about relationships between children and parents. In Rosamine's culture children live with their parents until marriage because dependence on parents is considered positive. In Merita's culture children leave home when they are eighteen because independence and self-reliance are considered positive.

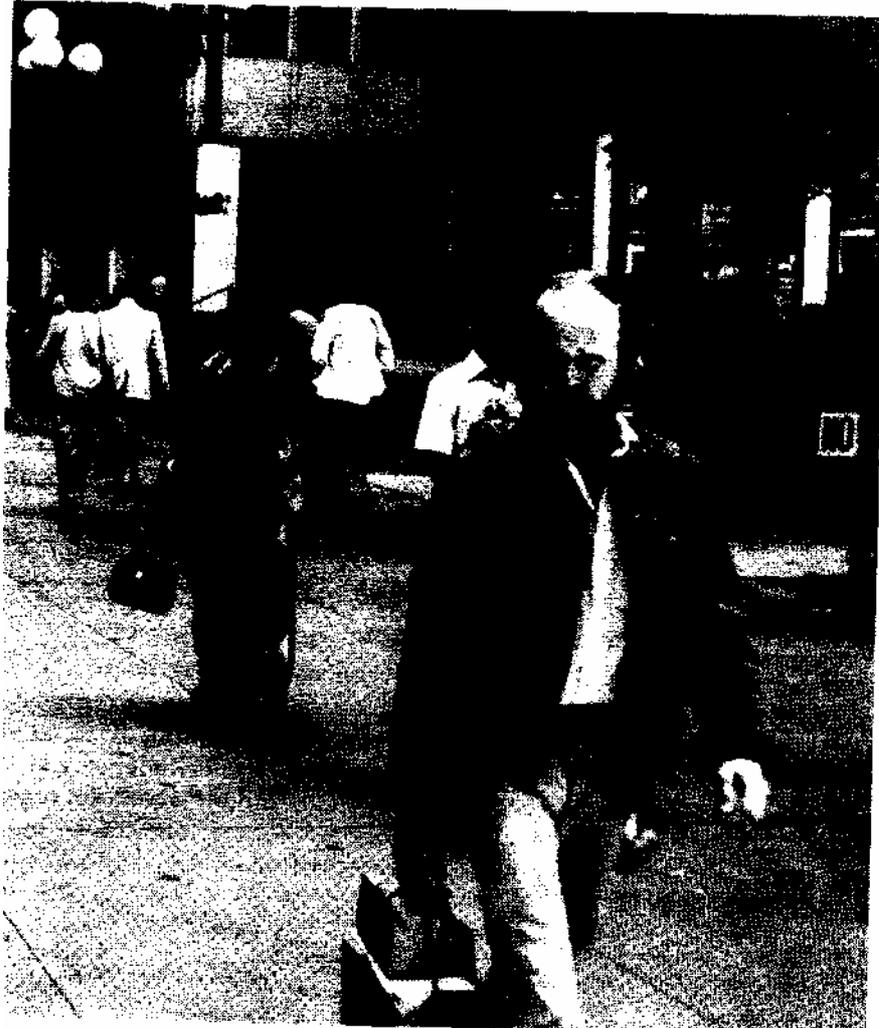
ROSAMINE. I think it's terrible that in your country children leave their parents when they're so young. Something that shocks me even more is that many parents want their children to leave home. I can't understand why children and parents don't like each other in your country.

MERITA. In your country parents don't allow their children to become independent. Parents keep their children protected until the children get married. How are young people in your country supposed to learn about life that way?

Both women are insensitive to each other's values concerning family life. They have been raised and conditioned according to cultural norms. Therefore, each has a different view of what is right.

### *Stereotypes and Prejudice*

- [G] Sometimes negative reactions do not result from actual interaction but rather from the fixed, *preconceived* beliefs we have about other people. These *overgeneralized* beliefs or "*stereotypes*" frequently shape people's perceptions of each other.
- [H] Stereotypes originate and develop from numerous sources such as



jokes, textbooks, movies, and television. Movies about cowboys and Indians *portray* cowboys as "*civilized*" and Indians as wild and "*primitive*." A child who knows about the American Indian only through watching these movies will have a distorted and false *image* of this group of people. Stereotypes *perpetuate inaccuracies* about religious, racial and cultural groups.

[1]

Stereotypical beliefs prevent us from seeing people as individuals with unique characteristics. Negative stereotypes lead to *prejudice: suspicion, intolerance, or hatred* of other cultural groups. The close relationship between prejudice and stereotypes is illustrated in the following example:

Mr. Bias is a director of a small private company. He is interviewing candidates for the position of assistant manager. He selects a *bright* and

*ambitious* applicant. Later, he discovers that this applicant is from the country of Levadel (a fictitious nation). Since he thinks that all Levadelians are stupid and lazy, he decides to select someone else for the position.

[J] Unfortunately there was nothing that this applicant could have done to prove that he was *indeed* qualified for the job. *Rejected* on the basis of his nationality, the applicant was a *victim* of an *irrational* belief.

[K] Stereotypical remarks can be made casually in daily conversations and may or may not have serious consequences. Nevertheless, people's initial *impulse* is to become angry rather than to *clarify* the distortion. Educating others is one way to try to correct misperceptions. At the same time, individuals need to become fully aware of their own preconceptions. Establishing personal relationships with individuals from different religions, cultures, or races may be the best way to break down stereotypes and prejudice.

[L] Cultural conflicts occur as a result of misinterpretations, ethnocentrism, stereotypes, and prejudice. Preventing these conflicts is possible with increased awareness of our own attitudes as well as sensitivity to cross-cultural differences. Developing intercultural sensitivity does not mean that we need to lose our cultural identities—but rather that we recognize cultural influences within ourselves and within others.

## Comprehension Questions<sup>1</sup>

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. In the introduction it is stated that people in foreign countries "may be unusually self-conscious" of their "normal behavior." This means:
  - a. What is "normal" in one country is always abnormal in another.
  - b. What is "normal" in one culture is unnatural in all other cultures.
  - c. What is "normal" in one culture may not be normal in another.
2. What is the main topic of this reading?
  - a. Communication styles.
  - b. Cross-cultural problems.
  - c. Language learning problems.
3. The authors state that: [A]
  - a. Intercultural communication always results in conflict.
  - b. Successful intercultural communication is impossible.
  - c. Intercultural communication can be complex.
4. "Cultures do not communicate" because: [B]
  - a. Cultures are made up of individuals; individuals within cultures communicate with each other.
  - b. Governments restrict communication between countries.
  - c. Citizens of one country do not speak the same language as citizens of another country.
5. The analogy of the actor and his director is used to illustrate: [B]
  - a. How cultures are influenced by individuals.
  - b. The relationship between cultures and actors.
  - c. How individuals are influenced by their cultures.
6. The misunderstanding between the young woman and her male acquaintance illustrates: [C]
  - a. Rejection of aggressive sexual behavior.
  - b. Cultural differences in nonverbal communication.
  - c. Avoidance of conflicts and nonverbal differences.
7. The conversation between Rosamine and Merita demonstrates their: [F]
  - a. Cultural conditioning.
  - b. Tolerance for cultural differences.

<sup>1</sup>The capital letter in brackets refers to the corresponding paragraph in the reading.

- c. Acceptance of different values.
- 8. Stereotypes are: [G] and [H]
  - a. Accurate and complimentary descriptions of groups of people.
  - b. Overgeneralized and sometimes distorted descriptions of groups of people.
  - c. Harmful descriptions because they always lead to hatred and prejudice.
- 9. Reread the passage about Mr. Bias and the Levadelian. ". . . he thinks that all Levadelians are stupid and lazy . . ." is an example of: [I]
  - a. A stereotype.
  - b. Ethnocentrism.
  - c. A misunderstanding.
- 10. The authors believe that in order to be sensitive to other cultures people should: [L]
  - a. Change their cultural beliefs and assimilate into the new culture.
  - b. Change other people's cultural beliefs.
  - c. Recognize how they have been influenced by their own cultures.

### Vocabulary List

|                    |                    |                    |                        |
|--------------------|--------------------|--------------------|------------------------|
| <i>Paragraph A</i> | <i>Paragraph B</i> | <i>Paragraph C</i> | <i>Paragraph D</i>     |
| complex            | analogous          | *puckering         | remedied               |
| unintentionally    | subtle             | advance            | persistent             |
| compounded         |                    |                    |                        |
| <i>Paragraph E</i> | <i>Paragraph F</i> | <i>Paragraph G</i> | <i>Paragraph H</i>     |
| divergent          | (no new words)     | preconceived       | portray                |
| *ethnocentric      |                    | *overgeneralized   | *civilized             |
|                    |                    | *stereotypes       | *primitive             |
|                    |                    |                    | distorted-             |
|                    |                    |                    | *image                 |
|                    |                    |                    | perpetuate             |
|                    |                    |                    | inaccuracies.          |
| <i>Paragraph I</i> | <i>Paragraph J</i> | <i>Paragraph K</i> | <i>Paragraph L</i> (no |
| *prejudice         | *indeed            | impulse            | new words)             |
| suspicion          | rejected           | clarify            |                        |
| intolerance        | victim             |                    |                        |
| hatred             | irrational         |                    |                        |
| *bright            |                    |                    |                        |
| ambitious          |                    |                    |                        |

\*See vocabulary exercise D.

## Vocabulary Exercises<sup>1</sup>

- A. Choose the word that *best* defines the italicized word:
- Multiple Choice
- The student's explanation for his tardiness was so *complex* that the teacher stopped listening. [A]
    - logical
    - simple
    - rational
    - involved
  - At the department store, the shopper *unintentionally* put some merchandise in her purse. [A]
    - willingly
    - accidentally
    - consciously
    - deliberately
  - Language problems are *compounded* by cultural misunderstandings. [A]
    - decreased
    - solved
    - increased
    - ignored
  - A child leaving home before he is ready is *analogous* to a bird trying to leave the nest before it can fly. [B]
    - contrary
    - comparable
    - reluctant
    - related
  - The politician's message was so *subtle* that no one understood it. [B]
    - wise
    - unintelligent
    - creative
    - inapparent
  - The young woman rejected the man's flirtatious *advances*. [C]
    - fires
    - winks
    - moves
    - plans
  - How could we have *remedied* the problem when we didn't know that it existed? [D]
    - ignored
    - avoided
    - corrected
    - understood
  - Persistent* efforts are needed in order to finish unpleasant tasks. [D]
    - continuing
    - minimal
    - organized
    - divided
  - Parents and children often have *divergent* beliefs. [E]
    - realistic
    - dissimilar
    - untruthful
    - similar

\* The capital letter in brackets refers to the corresponding paragraph in the reading.

B. Decide what part of speech is needed in the blanks. Change the original **Word Forms** word to the appropriate form.

1. preconceived [G]
  - a. The foreigner held the \_\_\_\_\_ notion that all Americans were rich.
  - b. His \_\_\_\_\_ that all houses in Los Angeles had swimming pools was based on what he had seen in the movies.
2. portray [H]
  - a. The artist \_\_\_\_\_ the model as a younger woman.
  - b. Newspapers are sometimes responsible for the negative \_\_\_\_\_ of certain groups of people.
3. distorted [H]
  - a. What you said is a \_\_\_\_\_ of the truth.
  - b. The photograph \_\_\_\_\_ the woman's beauty.
  - c. The story was a \_\_\_\_\_ version of what really happened.
4. perpetuate [H]
  - a. The schoolchild was \_\_\_\_\_ in trouble with the authorities.
  - b. In the past many people \_\_\_\_\_ the myth that the world was flat.
  - c. She has \_\_\_\_\_ problems at work because of her emotional conflicts.
5. inaccuracies [H]
  - a. The job applicant's \_\_\_\_\_ spelling made a negative impression on the employer.
  - b. Be careful not to speak \_\_\_\_\_.
  - c. There were so many \_\_\_\_\_ in the report that the committee threw it out.
6. suspicion [I]
  - a. The nervous girl called the police because of the \_\_\_\_\_ man in front of her house.
  - b. The woman looked \_\_\_\_\_ at the police officer as she left the store.

c. "I \_\_\_\_\_ that not one of you students did the homework for today," said the teacher angrily.

7. intolerance [I]

- a. Sometimes \_\_\_\_\_ of a particular group of people indicates a fear of them.
- b. Several workers quit their jobs because of the \_\_\_\_\_ attitude of their boss.
- c. The three-year-old treated his new baby brother \_\_\_\_\_.

8. hatred [I]

- a. We wondered why the doctor was a \_\_\_\_\_ of women.
- b. The child's \_\_\_\_\_ of other children disturbed her mother a great deal.
- c. How can you \_\_\_\_\_ a person before meeting him or her?

9. ambitious [I]

- a. The young woman's \_\_\_\_\_ was to become a lawyer.
- b. The authors were \_\_\_\_\_ but didn't want to work on the book all day and all night.
- c. He \_\_\_\_\_ pursued his medical career for seven years.

C. Try to guess the meaning of the italicized word by looking at the context of the sentence. Write a definition in the space provided. Check your dictionary only after you try to determine the meaning yourself.

**Definitions in Context**

1. The high school graduate was hoping to be accepted by the university, but, unfortunately, he was *rejected*. [J]

2. The *victim*, an innocent young boy, was shot three times. [J]

3. In a highly emotional state of mind, the *irrational* man made several inappropriate and stupid remarks. [J]

4. When the woman saw her former husband after a ten-year separation, her first *impulse* was to hug him, but she decided not to. [K]

5. "I don't understand the problem," said the student to her instructor. "Can you *clarify* it for me?" [K]

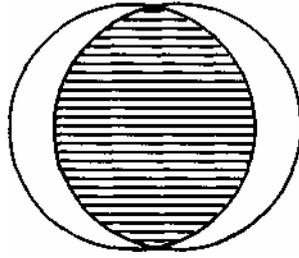
D. Match the words on the left with their definitions on the right. Place the letter of the definition in the space next to the word.

- |                 |   |
|-----------------|---|
| puckering _     | a. judgment or opinion formed before facts are known  |
| ethnocentric    | b. characteristic or imitative of the earliest ages; not "civilized"                            |
| overgeneralized | c. mentally quick; smart  |
| _ stereotypes   | d. having the emotional attitude that one's ethnic or religious group is superior to all others |
| civilized       | e. fixed notions about groups and ideas, often allowing for no individuality                    |
| primitive       | f. visual or mental impression  |
| image           | g. wrinkling; folding (especially of the lips)  |
| prejudice       | h. not "primitive" or savage; "refined"   |
| bright          | i. truly; certainly   |
| indeed          | j. overstated; exaggerated  |

### Conversational Activities

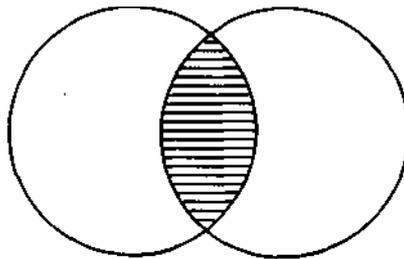
A. The purpose of this exercise is to enable you to identify shared areas of Intercultural culture with fellow class members. When cultures come in contact, the degree of shared background varies. For example, the United States and England share more areas of culture than do the United States and India. This can be illustrated as follows:<sup>2</sup>

**long**



The black area (the overlapping circles) represents what the United States and England have in common (language, certain foods, dress, certain values, art, religion, partly shared history). The white areas represent what the United States and England do not share (certain customs, styles of communication, the Royal Family).

The United States and India have less in common than the United States and England. This can be illustrated as follows:



The black area (the overlapping circles) represent what the United States and India have in common (colonial heritage, political elections). The white areas represent what the United States and India do not have in common (religion, communication styles, family structure, dress, foods, art).

*Discuss:* How would two circles representing the United States and Canada look? How would two circles representing the United States and the U.S.S.R. look?

*Activity:* In pairs (with someone from a different country) make two lists showing cultural areas that you have in common and areas that contrast.\* *Be specific.* For example:

| Japan—United States  |  |
|----------------------|--|
| Areas in Common      | Areas of Contrast                                      |
| Government—democracy | Religion—primarily Buddhist versus primarily Christian |

After you compile your lists, draw a set of circles showing the relationship between your culture and the culture you just discussed.

*Follow-up:* In pairs or in small groups write a role-play or dialogue between two people from different countries encountering an "area of contrast." The dialogues or role-plays can be humorous or serious. Perform your dialogue/role-play in front of the class. Have the class members identify the specific "area of contrast."

B. Most of us react negatively when someone expresses the attitude that his **Ethnocentrism** or her race, nationality, religion, or culture is superior. Sometimes we do not recognize that we may appear ethnocentric to others. For example, someone can innocently say, "In my country children are much happier than in your country." How do you think the other person will respond or feel? The purpose of the following activity is to show how ethnocentrism is communicated in language.

*Activity A:* Read the following statements and underline the words which convey ethnocentric attitudes.<sup>3</sup> Then compare your answers with those of the rest of the class.

1. Levadelians have been very generous in teaching other people how to do things the right way.
2. Non-Levadelians do many things backwards.
3. Since the only "true" God is the one in the Levadelian culture, all other people's gods and religions are false.
4. Levadel has produced the best technology in the world—therefore, it is a superior country.
5. My language is the best language for poetry.
6. "Underdeveloped" countries must develop themselves.

\*If class members are from the same country, lists can be made comparing their country with the United States.

7. Minorities and foreigners in a society have to change their ways so they become like the majority.
8. When world leaders learn to do things the way we do, the world will be a better place.

*Activity B:* In groups of three choose two or three of the above statements and revise the wording so that the sentences are no longer ethnocentric. *All* group members should agree on the wording. Share your revised sentences with the rest of the class.

**Example:** *Ethnocentric statement*

Levadel has produced the finest works of art in the world.

*Revised wording*

Levadel has several superb artists who have produced well-known works of art.

**C.**  
**Generaliza-**  
**tions and**  
**Stereotypes**

Complete the following statement with the first idea that comes to your mind. Write your answers in the spaces provided.

**Generalizations**

- Most politicians are \_\_\_\_\_.
- Most rich people are \_\_\_\_\_.
- Most women are \_\_\_\_\_.
- Most men are \_\_\_\_\_.
- Most successful business people are \_\_\_\_\_.

*Discuss:* In your opinion, which of the above statements are true and which are false? How did you form these general impressions?

**Stereotypes**

The difference between a generalization and a stereotype is not always easy to understand. If generalizations are rigid—allowing for *no* individuality and often encouraging critical or negative judgment—then they become stereotypes.

In this exercise specific stereotypes will be examined.<sup>4</sup>

- a. In the *left-hand column* list stereotypes you have heard about people of a specific country (or countries).
- b. In the *middle column* answer the question: "Do you personally believe this stereotype is true? Why?"
- c. In the *right-hand column* write the response of a person from the country stereotyped.

### STEREOTYPE WORKSHEET

| Stereotype   | Do you personally believe it's true? Why?  | Comments of people from the country stereotyped  |
|--|--|--|
| <i>Example:</i><br>All people from the United States are rich. | I don't know, I've only been in the United States for one week. I haven't seen any poor people yet. Movies show Americans with big cars and pools. | This stereotype is false. Six percent of the population is poor and a large percentage of Americans are in the middle class. |

*Follow-up:* Foreign students sometimes complain that they are asked questions that are based on stereotypical ideas. (E.g., "Do you have schools for children in your country?") People react differently when they or people from their country are stereotyped. Following are some of the ways that people respond to stereotypical questions or statements. They:

- a. deny them.
- b. joke about them.
- c. indicate their stereotypical nature.
- d. ask why the statement was made.
- e. become angry.
- f. ignore the statement.
- g. try to defend the statement.

Can you think of other ways?

In pairs or in small groups decide which are the most effective ways of responding to a stereotypical remark. From the stereotype worksheet choose a stereotype and role-play a short dialogue which includes an effective response to the stereotype. For example:

ERNIE. Is it true that women in your country never work?

SHELLY. Where did you learn that?

ERNIE. My friend told me. He was in your country for two weeks.

SHELLY. Perhaps your friend only visited tourist places. It's true that not many women work in these places because few women are bilingual. However, many women work in companies, factories, and shops. In fact, my older sister is an assistant manager in a department store.

**D.** Answer the following questions about your own culture and then discuss intercultural similarities and differences.

**Cross-Cultural Questions**

1. In your opinion, what areas of culture create the most serious problems in intercultural communication? Explain.
2. What kinds of cultural conflicts exist in a heterogeneous society? How are they similar to cultural conflicts between people from different countries?
3. What is the difference between having pride in one's identity and being ethnocentric? Why do groups of people become ethnocentric?
4. Can you think of cases where stereotypes have turned into prejudice or hatred?
5. How can harmful stereotypes be combatted?

10



# Cultural Adjustment

- [A] Living in a second culture can be like riding on a roller coaster. Sometimes foreign visitors are *elated*; sometimes they are depressed. First there is the combination of *enthusiasm* and excitement that is felt while traveling. New foods and *aromas*, different faces, foreign languages, and interesting customs all fascinate the traveler. A foreign visitor usually has high expectations and is eager to become familiar with a new culture.
- [B] Of course, not everything is easy during a long stay in a second culture. International travelers may have difficulties understanding the adjustment problems that *beset* them. Many people do not recognize that the problems, feelings, and mood changes that are related to living in a second culture are not unique. It is common for international visitors or immigrants to *vacillate* between loving and hating a new country. The newness and strangeness of a foreign culture are bound to affect a traveler's emotions.

## Culture Shock

- [C] "Culture shock" occurs as a result of total *immersion* in a new culture. It happens to "people who have been suddenly *transplanted abroad*." <sup>1</sup> Newcomers may be anxious because they do not speak the language, know the customs, or understand people's behavior in daily life. The visitor finds that "yes" may not always mean "yes," that friendliness does not necessarily mean friendship, or that statements that appear to be serious are really intended as jokes. The foreigner may be unsure as to when to shake hands or embrace, when to initiate conversations, or how to approach a stranger. The notion of "culture shock" helps explain feelings of *bewilderment and* disorientation. Language problems do not account for all the frustrations that people feel. When one is *deprived* of everything that was once familiar, such as understanding a transportation system, knowing how to register for university classes, or knowing



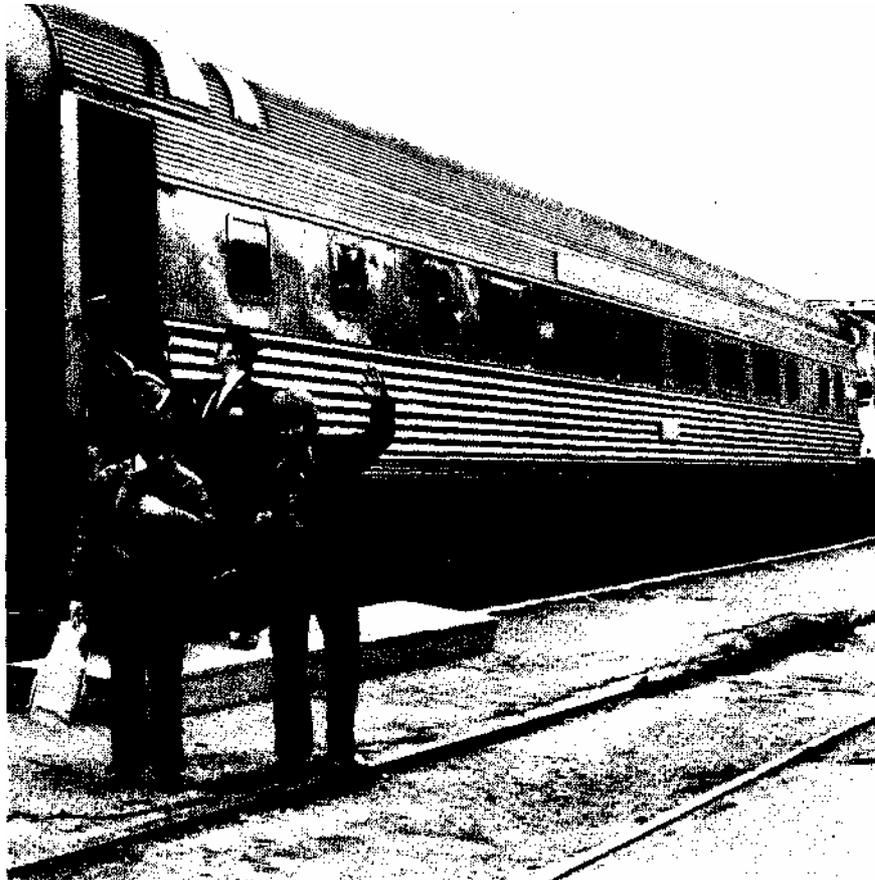
how to make friends, difficulties in coping with the new society may  
15 arise.

### *The Adjustment Process*

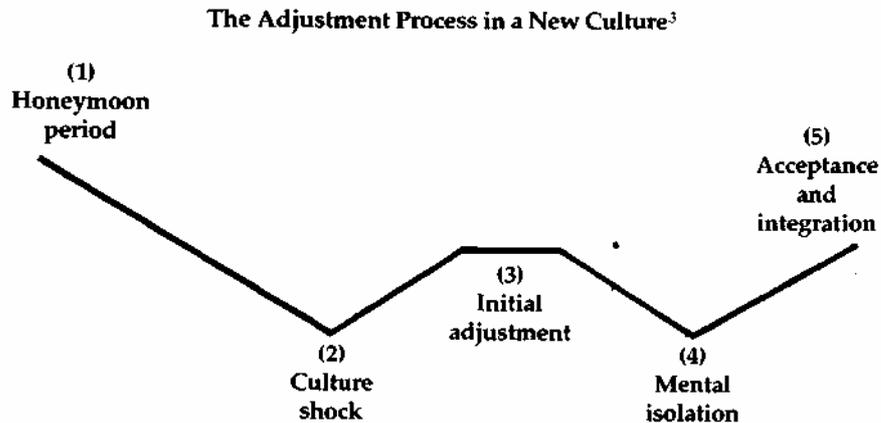
[D] "... when an individual enters a strange culture, . . . he or she is  
like fish out of water."<sup>2</sup> Newcomers feel at times that they do not belong  
and consequently may feel alienated from the native members of the  
culture. When this happens, visitors may want to reject everything about  
5 the new environment and may glorify and *exaggerate* the positive aspects  
of their own culture. *Conversely*, visitors may *scorn* their native country

by rejecting its values and instead choosing to identify with (if only temporarily) the values of the new country. This may occur as an attempt to overidentify with the new culture in order to be accepted by the people in it.

- [E] Reactions to a new culture vary, but experience and research have shown that there are distinct stages in the adjustment process of foreign visitors. When leaving the comfortably *secure* environment of home, a person will naturally experience some stress and anxiety. The *severity* of 5 culture shock depends on visitors' personalities, language ability, emotional support, and duration of stay. It is also influenced by the extent of differences, either actual or perceived, between the two cultures.
- [F] Visitors coming for short periods of time do not always experience the same intense emotions as visitors who live in foreign countries for longer terms. The adjustment stages during prolonged stays may last



several months to several years. The following "W" shaped *diagram* illustrates periods of adjustment in a second culture and might apply to a one-year stay (approximately) in a foreign culture. Although the stages in the cycle do not always occur in the same order and some stages may be skipped, the following pattern is a common one:



Each stage in the process is characterized by "*symptoms*" or *outward* signs *typifying* certain kinds of behavior:<sup>4</sup>

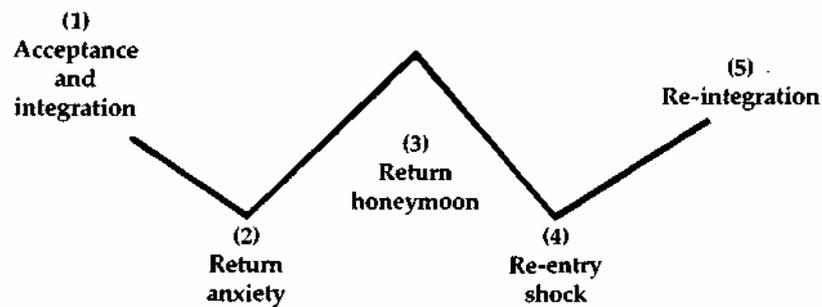
- (1) **Honeymoon period.** Initially many people are fascinated and excited by everything new. The visitor is elated to be in a new culture.
- (2) **Culture shock.** The individual is immersed in new problems: housing, transportation, shopping, and language. Mental *fatigue* results from continuously *straining* to comprehend the foreign language.
- (3) **Initial adjustment.** Everyday activities such as housing and shopping are no longer major problems. Although the visitor may not yet be fluent in the language spoken, basic ideas and feelings in the second language can be expressed.
- (4) **Mental isolation.** Individuals have been away from their family and good friends for a long period of time and may feel lonely. Many still feel they cannot express themselves as well as they can in their native language. Frustration and sometimes a loss of self-*confidence* result. Some individuals remain at this stage.

- (5) **Acceptance and integration.** A *routine* (e.g., work, business, or school) has been established. The visitor has accepted the habits, customs, foods, and characteristics of the people in the new culture. The visitor feels comfortable with friends, *associates*, and the language of the country.

### *The Re-entry Process*

- [G] A similar process occurs when visitors return to their native countries, although the stages are usually shorter and less intense. The following "W" shaped diagram illustrates reactions and emotions experienced when a person leaves a foreign country and returns to his or her own country.

The "Re-entry" Adjustment Process<sup>5</sup>



As in the first diagram, each stage in the "reentry" process is characterized by symptoms and feelings.<sup>6</sup>

- (1) **Acceptance and integration.** See description given for the preceding diagram.
- (2) **Return anxiety.** There may be confusion and emotional pain about leaving because friendships will have to be *disrupted*. Many people realize how much they have changed because of their experiences and may be nervous about going home.
- (3) **Return honeymoon.** Immediately upon arrival in one's own

country, there is generally a great deal of excitement. There are parties to welcome back the visitor and *renewed* friendships to look forward to.

- (4) **Re-entry shock.** Family and friends may not understand or appreciate what the traveler has experienced. The native country or city may have changed in the eyes of the former traveler.
- (5) **Re-integration.** The former traveler becomes fully involved with friends, family, and activities and feels once again integrated in the society. Many people at this stage realize the positive and negative aspects of both countries and have a more *balanced* perspective about their experiences.

### *Individual Reactions*

[H] Individuals experience the stages of adjustment and re-entry in different ways. When visitors have close relatives in the new culture or speak the foreign language fluently, they may not experience all the effects of culture shock or mental isolation. An *exile* or *refugee* would adjust differently from someone who *voluntarily* traveled to a new country. Certain individuals have difficulties adapting to a new environment and perhaps never do; others seem to adjust well from the very beginning of their stay.

[I] Day-to-day living in another culture is *undoubtedly* an educational experience. While traveling, and living abroad people learn second languages, observe different customs, and encounter new values. Many people who have lived in other countries feel that exposure to foreign cultures enables them to gain insight into their own society. When *facing* different values, beliefs, and behavior, they develop a deeper understanding of themselves and of the society that helped to shape their characters. The *striking* contrasts of a second culture provide a mirror in which one's own culture is reflected.

## Comprehension Questions"

Choose the best answer for the following questions. You will find the answer either stated directly or indirectly in the reading passage.

1. The reading passage could be titled:
  - a. Elation and Depression
  - b. Experiencing a Second Culture
  - c. Culture Shock
  
2. "Living in a second culture is like riding on a roller coaster." The analogy is used because: [A]
  - a. People experience "highs" and "lows" during their stay in foreign countries.
  - b. Living in a second culture is as exciting and risky as riding on a roller coaster.
  - c. Living in a foreign country is all fun and no work.
  
3. What does the statement "'yes' may not always mean 'yes'" suggest? [C]
  - a. When people say "yes" they sometimes mean "no."
  - b. Ways of expressing "yes" (both verbally and nonverbally) may differ from culture to culture.
  - c. Nodding of the head only means "yes" in the United States.
  
4. In the context of this reading, the phrase, "... when an individual enters a strange culture . . . he or she is like fish out of water," means: [D]
  - a. It is impossible for people away from their cultures to survive in a new culture.
  - b. A fish can survive only in water.
  - c. People away from their cultures have difficulties adapting to the new environment.
  
5. If individuals in a foreign culture never learned the language of that culture, which stages in the adjustment process might they never experience? [F]
  - a. Culture shock, mental isolation.
  - b. Initial adjustment, acceptance and integration.
  - c. Honeymoon period.
  
6. If individuals have very good friends and close relatives in a second culture, which stage might they never experience? [F]

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

- a. Honeymoon period.
  - b. Initial adjustment.
  - c. Mental isolation.
7. If individuals never experience the "acceptance and integration" stage in a foreign culture, which stage in the "re-entry" process might they never experience? [G]
- a. Return anxiety.
  - b. Return honeymoon.
  - c. Re-integration.
8. What stages do the adjustment cycle and the re-entry cycle have in common? [F] and [G]
- a. Return anxiety.
  - b. Initial elation.
  - c. Mental isolation.
9. Why might exiles or refugees adjust to a new culture differently from those who voluntarily live in a foreign country? [H]
- a. Exiles or refugees would be concerned only with politics and would thus not experience the emotional "ups" and "downs" of living in a second culture.
  - b. Exiles or refugees would have additional psychological problems because they were forced to leave the native country.
  - c. Exiles or refugees would have more language difficulties because of political problems.
10. In your opinion, what kind of person experiences the effects of "culture shock" the least?
- a. An exile or refugee.
  - b. Someone with a two-month job in a new culture.
  - c. One-year foreign exchange students.

## Vocabulary List

### *Paragraph A*

elated  
enthusiasm  
aromas

### *Paragraph B*

beset  
vacillate .

### *Paragraph C*

immersion  
transplanted  
abroad  
bewilderment  
deprived

*Paragraph D*  
 exaggerate  
 conversely  
 scorn

*Paragraph E*  
 secure  
 severity

*Paragraph F*  
 diagram  
 symptoms  
 outward  
 typifying  
 fatigue  
 straining  
 confidence  
 routine  
 associates

*Paragraph G*  
 disrupted  
 renewed  
 balanced

*Paragraph H*  
 exile  
 refugee  
 voluntarily

*Paragraph I*  
 undoubtedly  
 facing  
 striking

*Phrases and Expressions*

roller coaster [A]  
 culture shock [C]  
 honeymoon [F]

**Vocabulary Exercises \***

A. First choose the correct word for the definitions. Then fill in the blanks in **Definitions** the sentences below the definitions. Note: *You may have to change the grammatical form of the word used in the sentence.*

|               |                |                  |                  |
|---------------|----------------|------------------|------------------|
|               | elated [A]     | immersion [C]    | • exaggerate [D] |
|               | enthusiasm [A] | transplanted [C] | conversely [D]   |
| aromas [A]    |                | abroad [C]       | scorn [D]        |
| beset [B]     |                |                  | bewilderment [C] |
| vacillate [B] |                |                  | deprived [C]     |

1. to trouble; to worry \_\_\_\_\_

There are many problems that \_\_\_\_\_ people in modern urban society.

2. lacking \_\_\_\_\_

It is difficult to be \_\_\_\_\_ of food for too long.

\*The capital letter in brackets refers to the corresponding paragraph in the reading.

3. state of being surrounded \_\_\_\_\_  
The child \_\_\_\_\_ himself in the cold water and began to swim quickly.
4. hold in contempt; disdain; reject \_\_\_\_\_  
The artist was \_\_\_\_\_ because of his radical art.
5. on the other hand; in a reversed order \_\_\_\_\_  
The professor explained the \_\_\_\_\_ of the mathematical equation.
6. magnify; overstate; overemphasize \_\_\_\_\_  
I found out that his story was a complete \_\_\_\_\_ of the truth.
7. smells; odors \_\_\_\_\_  
The hungry child's stomach growled when she smelled the delicious \_\_\_\_\_ from the bakery.
8. filled with joy and happiness \_\_\_\_\_  
The man and woman were \_\_\_\_\_ because they were in love.
9. lifted and reset in another soil or situation \_\_\_\_\_  
The patient's family rejoiced because of his successful heart \_\_\_\_\_ operation.
- 10.** strong excitement or feeling \_\_\_\_\_  
Students generally prefer \_\_\_\_\_ teachers.
- 11.** beyond the boundaries of a country \_\_\_\_\_  
Traveling \_\_\_\_\_ is an enriching experience.
- 12.** to go back and forth between two opinions; to waver, to fluctuate \_\_\_\_\_  

---

The employee was criticized for \_\_\_\_\_ on an important issue.
- 13.** the condition of being hopelessly confused \_\_\_\_\_  
Feelings of \_\_\_\_\_ in a new culture may last only a short time.

short

- B. Choose the word that *best* defines the italicized word:
- Multiple Choice**
1. When a child first leaves home, he misses the *secure* environment of his parents' home. [E]
 

|                |             |
|----------------|-------------|
| a. loving      | c. ordinary |
| b. comfortable | a. safe     |
  2. The *severity* of adjustment problems experienced in a second culture depends on the individual's ability to adapt to new situations. [E]
 

|               |               |
|---------------|---------------|
| a. excitement | c. intensity  |
| b. solutions  | d. importance |
  3. *Diagrams* in books help to clarify explanations. [F]
 

|                  |                 |
|------------------|-----------------|
| a. sub-headings  | c. photographs  |
| b. line drawings | d. page numbers |
  4. *Symptoms* of influenza are fever, sore throat, and headache. [F]
 

|                |                |
|----------------|----------------|
| a. cures       | c. medications |
| b. indications | d. diseases    |
  5. The patient complained of aches and pains but she had no *outward* signs of anything wrong. [F]
 

|             |             |
|-------------|-------------|
| a. subtle   | c. direct   |
| b. indirect | d. external |
  6. Negative attitudes *typifying* pessimistic people show up in complaints and worries. [F]
 

|               |                   |
|---------------|-------------------|
| a. explaining | c. contradicting  |
| b. enhancing  | d. characterizing |
  7. The factory worker went to sleep immediately after work because of *fatigue*. [F]
 

|               |               |
|---------------|---------------|
| a. monotony   | c. exhaustion |
| b. alienation | d. boredom    |
  8. *Straining* to understand a foreign language all day long is extremely tiring. [F]
 

|                         |                      |
|-------------------------|----------------------|
| a. making advances      | c. refusing strongly |
| b. making great efforts | d. failing           |
  9. Little by little, people began to lose *confidence* in their national leaders. [F]
 

|                  |               |
|------------------|---------------|
| a. understanding | c. admiration |
| b. trust         | d. interest   |

short

10. The office employees were bored by their "eight-to-five" *routine*. [F]

- a. established procedure
- b. job duties
- c. work pressure
- d. coffee break

11. The businessman liked all of his *associates*. [F]

- a. colleagues
- b. employers
- c. subordinates
- d. competitors

C. Match the words on the left with the definitions on the right. Place the **Matching** letter in the space next to the word. [G], [H], and [I].

- |                   |  |
|-------------------|--|
| disrupted ____    | a. one who flees to a foreign country to escape danger |
| renewed _____     | b. noticeable, remarkable                              |
| balanced -----    | c. disturbed   |
| exile ____        | d. bringing face to face; confronting                  |
| refugee           | e. in a manner brought about by one's own free choice  |
| voluntarily _____ | f. if steady, equal in weight or force                 |
| -undoubtedly ____ | g. certainly   |
| facing            | h. one who is forced to leave one's country            |
| striking ____     | i. made new again                                      |

D. Choose the correct meaning.

**Phrases and Expressions**

1. "Roller coasters" are found in: [A]
  - a. Second cultures.
  - b. Adjustment cycles.
  - c. Amusement parks.
2. "Culture shock" is usually experienced toward the: [C]
  - a. End of a stay in a foreign country.
  - b. Beginning of a stay in a foreign country.
  - c. Middle of a stay in a foreign country.
3. A "honeymoon" is: [F]
  - a. A sweet vision in the sky.
  - b. A sugared moon-shaped breakfast roll.
  - c. The vacation newly weds take immediately after their wedding.

## Conversational Activities

A. Read the following story and think about what happened. Then complete **Perceptions** the exercise, in which you will make decisions about the degree to which **and Values** you approve and disapprove of the actions of the five characters.

### ALLIGATOR RIVER<sup>7</sup>

#### CHARACTERS

- Rosemary:** Main character  
**Geoffrey:** Rosemary's fiance  
**Sinbad:** Boat owner  
**Frederick:** Rosemary's acquaintance  
**Dennis:** Rosemary's second friend

Rosemary is a woman of about 21 years of age. For several months she has been engaged to a young man named Geoffrey. The problem she faces is that between her and her fiance there lies a river. No ordinary river, but a deep, wide river filled with hungry alligators.

Rosemary wonders how she can cross the river. She remembers Sinbad, who has the only boat in the area. She then approaches Sinbad, asking him to take her across. He replies, "Yes, I'll take you across if you'll spend the night with me." Shocked at this offer, she turns to another acquaintance, Frederick, and tells him her story. Frederick responds by saying, "Yes, Rosemary, I understand your problem—but—it's your problem, not mine." Rosemary decides to return to Sinbad, spends the night with him, and in the morning he takes her across the river.

Her meeting with Geoffrey is warm. But on the evening before they are to be married, Rosemary feels she must tell Geoffrey how she succeeded in getting across the river. Geoffrey responds by saying, "I wouldn't marry you if you were the last woman on earth."

Finally, Rosemary turns to her friend Dennis. Dennis listens to her story and says, "Well, Rosemary, I don't love you . . . but I will marry you." And that's all we know of the story.

1. Rank the characters according to whom you approve of most and whom you approve of least. Use five rankings (1, 2, 3, 4, 5). Then write a sentence or two explaining your first and last choice.

1 = most approve of                      5 = least approve of

#### *Ranking*

\_\_\_ Rosemary

\_\_\_ Geoffrey

\_\_\_\_\_ Sinbad

\_\_\_\_\_ Frederick

\_\_\_\_\_ Dennis

**First choice:** Why? \_\_\_\_\_

**Last choice:** Why? \_\_\_\_\_

2. Divide into groups of four or five. Share your rankings and explain your first and last choices. Allow time for each member to contribute to the discussion.

3. Individually think about why you made the choices you did. Can you identify where you learned the values that caused you to rank the characters as you did? Try to write a paragraph explaining those values and where you learned them. Discuss what you wrote. Do you think the values that guided your choices were personal or cultural or both?

#### Interpretation of Alligator River

People do not always have similar interpretations of the world around them. They perceive and interpret behavior in different ways.

As a result of different values, people's beliefs, behavior and reactions are not always similar.

No two people, even from the same culture, have exactly the same perceptions and interpretations of what they see around them.

Many interpretations, however, are learned within a person's culture. Therefore, those who share a common culture will probably perceive the world more similarly than those who do not share a common culture.

*Discuss:*

Do you agree that people from the same culture are more likely to have similar interpretations of the world than people from different cultures?

B. What people observe and how they interpret what they see are influenced partly by culture and partly by personal biases. When one is living **Observation in a Second Culture** in another country, the ability to observe as objectively as possible can help one understand a culture. Two kinds of observations that can be made are descriptive and judgmental. For example:

*Descriptive*

Many children in the United States move away from their parents at about age eighteen or nineteen.

*Judgmental*

Many children in the United States don't like their parents, so they move away at age eighteen or nineteen.

The purpose of this activity is to differentiate between descriptive and judgmental observations.<sup>8</sup>

1. Work in small groups and together make a list of three to five observations of the second culture you are experiencing (or of a culture you have experienced). Include observations on family, nonverbal and verbal communication, food, dress, education, friendships, and so on.
2. Write the observations on the board or read them to the entire class.
3. Decide with the class which observations are descriptive and which are judgmental.
4. Individually or in small groups reword the judgmental observations to make them descriptive observations.

**C.**  
**Describing Experiences in a Second Culture**

The Intercultural Notes that follow this chapter are excerpts from essays written by international students on the question: "What are the problems and pleasures of living in a second culture?" These excerpts may give you ideas for the following activities.

1. Prepare a three- to five-minute oral presentation for the class describing your experiences in, observations of, or reactions to living in a second culture. For example:

| Experiences           | Observations | Reactions                 |
|-----------------------|--------------|---------------------------|
| <i>the most . . .</i> | family life  | educational system        |
| interesting           | social life  | political events          |
| educational           | school life  | culture shock             |
| embarrassing          | dress, food, | friendships/relationships |
| important             | customs      | other . . .               |
| surprising the        | other . . .  |                           |
| funniest              |              |                           |
| other . . .           |              |                           |

\*  
|

2. Select and share with the class three objects that symbolize:

Life in the United States. Your  
stay in the United States.

These objects can symbolize people, places, or things or represent abstract ideas or lessons which were meaningful to you.

- D. Answer the following questions about your own culture and then discuss intercultural similarities and differences. **Cultural**
- Cross-Questions**
1. Do you think there are stages of learning a language? If so, how do stages in language learning correspond to stages in the cultural adjustment process?
  2. Do people usually change because of their experiences in foreign countries? If so, how?
  3. What problems might someone expect when returning home after a long absence?
  4. How might students decrease the impact of culture shock during their stay in a foreign culture?
  5. What kinds of people adjust best to foreign cultures?
  6. What is the best way to prepare for life in another culture?

# *Excerpts: Students Writings*

## **Impressions of the United States <sup>1</sup>**

### *Adjustment*

"There are two kinds of people who study in other countries. One person has the feeling that his only purpose is to study. So he studies all week, and after a few months he is relieved to go to his country and to have fun with old friends. Then he returns to the new country, which is still strange to him, and he continues studying. The other kind of person, however, tries to make good friends and explore all the details of life in another culture. Sometimes he acts like the people of the country do. He does not feel the country is strange. Logically, he feels less and less like going home for visits."

"One of the most important factors in adjusting to a new culture is age. The more years a person spends in his own country, the harder it is to accept new patterns of life. Younger people seem to be most able to settle down away from the country in which they were born and raised. . . . If we allow time to work for us, most initial problems are reduced, if not completely forgotten after a while. Time and will power are almost always the best cure."

"There are several stages that foreign students experience in a new culture; the initial surprise phase, the comparison phase, the evaluation phase, and the selection phase. . . . After experiencing two cultures, foreign students will be able to evaluate and make decisions on what aspects of the new culture to bring back to their culture. I regard this as the main pleasure of living in a new culture."

"When we are in another country, we have to go through a kind of personal re-education because of the way we were conditioned when we were children. . . . One of the pleasures one has while learning to live in another country is the challenge it represents. It is a challenge to see how capable one is at breaking the walls of prejudice and trying to get to the real people who hide behind these walls. It is a challenge to get used to completely new things. Other pleasures are learning new things, widening knowledge, comprehending the world, and making new friends. Those pleasures are really worth the troubles that are experienced during the period of adaptation."

"After all the excitement of being in a different culture was over, I felt alone. I felt that I was left out. It took me six months to get used to everything. . . . As long as a person is optimistic and believes that 'people are people,' he will enjoy living in new cultures. That is the most important and only way for all people to live in this world peacefully."

### *Reactions*

"Frankly speaking I do not feel that there are many pleasures right now. I am still seriously homesick, but I am getting well. I understand that this is the adjustment period. Hopefully, I will be back to normal soon. I think that when shock and frustration fade away, confidence and certainty of feeling will appear. I do believe that there are pleasures awaiting me."

"When I arrived in this country I could only say, 'Thank you' and 'Good-bye.' In spite of that, I had to get an apartment to live. My situation was really miserable because I couldn't understand what the managers were saying. They spoke so fast that I didn't understand anything, except 'OK?' or 'All right?' I almost started crying like a child on the street."

"My feelings about living in a new country are quite complicated. But I can put it in one word: 'marvelous.' Everything seems wonderful and fresh to me. You can always learn something new every minute. And you can never tell what will happen the next minute."

### *Observations*

"In comparison to the life of students in my country, I can say that American students have too many choices and too much freedom. For

example, they smoke on campus, leave class before the bell rings, and act in a disrespectful way towards teachers."

"One thing which fascinates me in the U.S. are families who let their daughters leave home and live on their own. In my country the only girls who leave their families to live alone are unmarried and unrespectable."

"I enjoy and at the same time I am confused about the pleasures of life in the U.S. I admire the outgoing behavior of many people in the U.S., although I feel a little embarrassed by their liberal behavior."

"I have observed different customs and behavior in the U.S. For example, if you look at an American, even if he doesn't know you he will greet you verbally or he will smile at you. That is a custom which is related to his culture. In my culture if you stare at someone he will not smile and he will probably become angry."

"One day I didn't understand when a child told his friend that he was a chicken. 'Chicken' has a special meaning. Until that day, I had thought I knew what a chicken was!"

### *Reflections*

"When I talk about culture (not on the surface but the deep inside) I start to learn about my own culture. If people want to understand their culture it is better to stay in a foreign country than stay in the native country."

"I felt very happy when I found that other foreigners and I had the same feelings. When we saw a beautiful sunset, we all thought it was beautiful even though we each imagined different things in our minds."

"For a young student who comes from a small place, the American culture is like a 'Big Mac' . . . too big to eat it all."

# Vocabulary from Reading

| Word           | Chapter | Word           | Chapter |
|----------------|---------|----------------|---------|
| abroad         | 10      | attained       | 7       |
| abuse          | 7       | authority      | 6       |
| accidental     | 3       | automatic      | 2       |
| accommodate    | 8       | autonomy       | 5       |
| accompany      | 3       | awareness      | 8       |
| accustomed     | 6       |                |         |
| acknowledging  | 3       | backgrounds    | 3       |
| acquaintance   | 4       | balanced       | 10      |
| actual         | 2       | barriers       | 3       |
| adaptation     | 5       | belittled      | 7       |
| addicted       | 7       | benefits       | 8       |
| administrative | 6       | beset          | 10      |
| advance        | 9       | bewilderment   | 10      |
| advisable      | 1       | borrow         | 5       |
| affection      | 3       | breakdown      | 5       |
| agencies       | 7       | briefly        | 1       |
| alienated      | 5       |                |         |
| alternatively  | 4       | calculated     | 6       |
| ambitious      | 9       | career         | 5       |
| ambivalent     | 7       | celebrations   | 8       |
| amusing        | 8       | challenge      | 4       |
| analogous      | 9       | chaotic        | 6       |
| appropriate    | 1       | characteristic | 8       |
| arise          | 1       | cheating       | 6       |
| aromas         | 10      | civilized      | 9       |
| assert         | 5       | clarify        | 9       |
| assertions     | 6       | coincidence    | 1       |
| assimilate     | 5       | commitments    | 2       |
| associates     | 10      | communal       | 5       |
| associated     | 3       | companion      | 4       |
| assume         | 2       | competitive    | 6       |

| Word           | Chapter | Word          | Chapter |
|----------------|---------|---------------|---------|
| complex        | 9       | elderly       | 10      |
| compounded     | 9       | embarrassed   | 2       |
| compulsively   | 7       | embrace       | 3       |
| conditioned    | 8       | emphasized    | 3       |
| conducive      | 6       | encounters    | 4       |
| confidence     | 10      | enduring      | 4       |
| confusion      | 3       | engagements   | 8       |
| considerably   | 1       | enthusiasm    | 10      |
| consoled       | 4       | esteem        | 4       |
| contemporary   | 8       | estimated     | 5       |
| contradict     | 6       | ethic         | 7       |
| convenience    | 5       | ethnic        | 3       |
| conversely     | 10      | ethnocentric  | 9       |
| cooperative    | 6       | etiquette     | 8       |
| counterparts   | 3       | evil          | 7       |
| crumbling      | 5       | exaggerate    | 10      |
| curricula      | 6       | excessive     | 3       |
| customary      | 1       | exclusively   | 4       |
|                |         | exemplify     | 1       |
| deadline       | 6       | exhaust       | 6       |
| defensively    | 3       | exile         | 10      |
| definite       | 2       | expelled      | 6       |
| dependable     | 8       | explicitly    | 2       |
| deprived       | 10      | extended      | 2       |
| desire         | 4       | extroverts    | 3       |
| design         | 6       |               |         |
| diagram        | 10      | facet         | 7       |
| diligent       | 7       | facing        | 10      |
| disagreement   | 2       | fade          | 4       |
| disapproval    | 2       | fatigue       | 10      |
| discipline     | 6       | favor         | 2       |
| disguise       | 3       | fine          | 8       |
| disgust        | 3       | firm          | 1       |
| disoriented    | 8       | flirtatious   | 3       |
| disrupted      | 10      | flowed        | 1       |
| distinguishing | 5       | forbidden     | 6       |
| distorted      | 9       | formulate     | 4       |
| divergent      | 9       | foundation    | 4       |
| diverse        | 6       |               |         |
| dominates      | 2       | generation    | 5       |
| duration       | 4       | genuine       | 2       |
|                |         | gesture       | 3       |
| efficiency     | 7       | glorification | 5       |
| egalitarian    | 6       | gratification | 7       |
| elated         | 10      | grimace       | 3       |

| Word            | Chapter | Word            | Chapter |
|-----------------|---------|-----------------|---------|
| grinds          | 7       | layout          | 8       |
| hands (to give) | 2       | leisure         | 7       |
| hatred          | 9       | likewise        | 1       |
| heritage        | 5       | managing        | 5       |
| hesitates       | 2       | manifests       | 6       |
| heterogeneous   | 5       | manner          | 2       |
| humbly          | 6       | material        | 7       |
| idle            | 7       | mistrust        | 3       |
| image           | 9       | mobile          | 4       |
| imbues          | 7       | modes           | 2       |
| imitate         | 3       | monogamous      | 4       |
| immersion       | 10      | moral           | 7       |
| impolite        | 1       | multiple        | 4       |
| impose          | 5       | myth            | 7       |
| impression      | 1       | norms           | 6       |
| impulse         | 9       | novelist        | 7       |
| inaccuracies    | 9       | obligations     | 5       |
| indeed          | 9       | obscene         | 3       |
| indicate        | 2       | outcome         | 7       |
| indifference    | 5       | outlook         | 4       |
| inevitable      | 5       | outward         | 10      |
| informal        | 1       | overgeneralized | 9       |
| infrequently    | 7       | pace            | 8       |
| initiate        | 1       | palm            | 1       |
| innovation      | 6       | parochial       | 6       |
| inordinate      | 7       | partner         | 4       |
| instill         | 5       | passive         | 4       |
| insufficient    | 3       | peer            | 5       |
| intensity       | 4       | perceived       | 7       |
| interaction     | 2       | periodicals     | 6       |
| interpret       | 2       | perpetuate      | 9       |
| intimacy        | 3       | persistent      | 9       |
| intolerance     | 9       | plagiarizing    | 6       |
| introverts      | 3       | portray         | 9       |
| intruded        | 3       | possession      | 8       |
| intuitive       | 8       | potential       | 4       |
| invisible       | 3       | praise          | 2       |
| irrational      | 9       | precise         | 4       |
| isolation       | 4       | preconceived    | 9       |
| jeopardize      | 6       | prejudice       | 9       |
| labor           | 5       | prescribed      | 5       |

| Word         | Chapter | Word             | Chapter |
|--------------|---------|------------------|---------|
| preserved    | 5       | secure           | 10      |
| prestige     | 7       | segment          | 5       |
| prevailing   | 5       | segregation      | 4       |
| primitive    | 9       | self-reliance    | 5       |
| prior        | 8       | sensitivity (to) | 2       |
| privacy      | 8       | severity         | 10      |
| professional | 5       | shifts           | 5       |
| prohibited   | 6       | shocking         | 3       |
| prolonged    | 1       | significantly    | 2       |
| promotions   | 7       | slots            | 8       |
| puckering    | 9       | snapping         | 3       |
| punctuality  | 8       | socialize        | 4       |
| purpose      | 1       | spouses          | 4       |
| pursuing     | 4       | standardized     | 6       |
|              |         | staring          | 1       |
| racial       | 5       | status           | 1       |
| rags         | 7       | steadily         | 4       |
| rapport      | 1       | stereotypes      | 9       |
| realization  | 7       | stimulation      | 7       |
| rebellious   | 7       | straining        | 10      |
| recognition  | 7       | stress           | 6       |
| reduced      | 1       | striking         | 10      |
| references   | 4       | subordinate      | 6       |
| reflects     | 2       | subsidiaries     | 8       |
| refuge       | 8       | substantiate     | 6       |
| refugee      | 10      | subtle           | 9       |
| reinforced   | 7       | succession       | 7       |
| rejected     | 9       | superficial      | 4       |
| relaxation   | 7       | survival         | 7       |
| relocate     | 4       | suspicion        | 9       |
| reluctant    | 6       | symptoms         | 10      |
| remedied     | 9       | synonymous       | 7       |
| renewed      | 10      |                  |         |
| residence    | 5       | tacit            | 2       |
| restraints   | 3       | tangible         | 8       |
| retirement   | 5       | tardy            | 8       |
| rigid        | 8       | tendency         | 1       |
| ritual       | 1       | terminate        | 4       |
| routine      | 10      | territorial      | 8       |
| rude         | 8       | theoretical      | 6       |
|              |         | threatened       | 3       |
| sacred       | 8       | ties             | 5       |
| scheduled    | 8       | tone             | 2       |
| scorn        | 10      | transient        | 4       |
| screening    | 8       | transmitted      | 3       |

| Word            | Chapter | Word        | Chapter |
|-----------------|---------|-------------|---------|
| transplanted    | 10      | vacillate   | 10      |
| treat           | 6       | vary        | 1       |
| trends          | 5       | versions    | 8       |
| trivial         | 1       | victim      | 9       |
| typifying       | 10      | violation   | 6       |
| •               |         | virtue      | 7       |
| unconsciously   | 2       | voluntarily | 10      |
| undoubtedly     | 10      |             |         |
| unintentionally | 9       | wealth      | 7       |
| unique          | 2       | wink        | 3       |
| universal       | 3       | withdrawal  | 3       |
| upholds         | 7       |             |         |
| urban           | 8       |             |         |

# Endnotes

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