

Background to Today's News

Summer 2019 brought a swirl of social and political issues in the US, mixing things up in a confusing and at times overwhelming way. Democratic presidential debates. Uncovering Russian interference in elections. Record high temperatures. Multiple gun shootings. Trade tariffs. Deportations. Asylum policies. Crisis at the southern border.

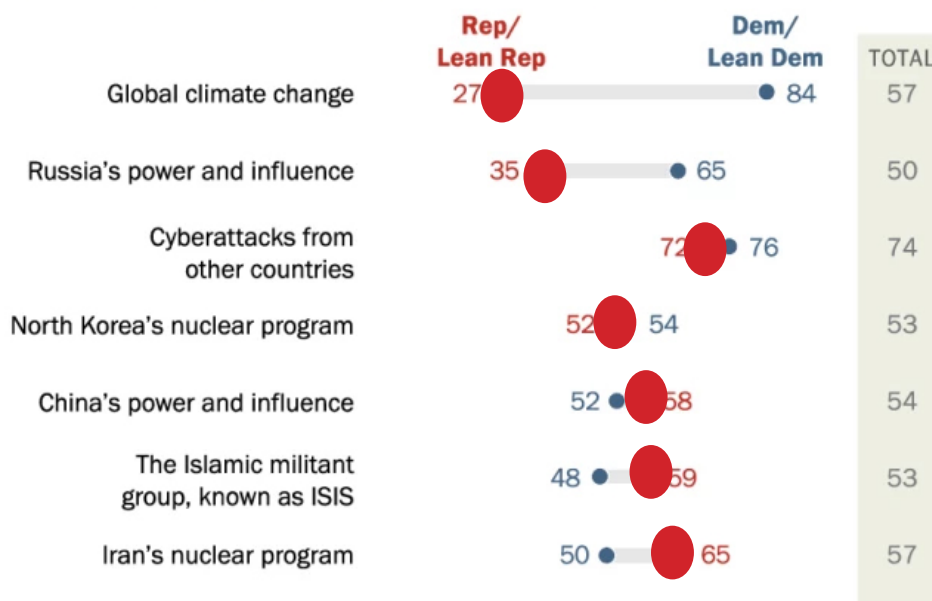
How do Americans judge these various threats? As you will see in the chart on this page, there is basic agreement between Republicans and Democrats on a few issues (cyberattacks from other countries, North Korea's nuclear program, China's power and influence). Republicans are more worried

than Democrats about ISIS and Iran's nuclear program. Democrats are [much] more worried than Republicans about global climate change and Russia's power and influence (see page 7 for more on this -- the Republican-Democratic difference about Russia has occurred since 2016, although be sure to read the Note about how the question was worded each year.).

Not assessed in the Pew survey below are other issues of huge political disagreement: health care, immigration and asylum, LGBTQ concerns, how racism is expressed. Sometimes it feels to me we are living in two different universes, people in each one seeing
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Wide partisan gaps on threat from climate change, Russia; smaller differences on Iran, North Korea

% who say each is a major threat to the well-being of the United States



Source: Survey of U.S. adults conducted July 10-15, 2019.

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English at Large

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American Labor by the Numbers

Comparing Foreign-Born and Native-Born Workers

♦ The median household income for foreign-born workers in the US is \$56,743. It's higher for foreign-born naturalized citizens (\$66,039) and lower for non-citizens (\$47,321). Native-born American citizens' median income is \$60,786.

♦ Native- and foreign-born workers are employed in roughly similar sectors of the economy:

♦ Education and Health Care (19% foreign born, 24% native born)

♦ Professional, Science, Management (13% foreign, 11% native)

♦ Manufacturing (11% foreign, 10% native)

♦ Arts, Entertainment, Food (11% foreign, 9% native)

♦ Retail (9% foreign, 12% native)

♦ Their employment industries are also fairly similar:

♦ Management, Business, Science and Arts (32% foreign, 39% native)

♦ Service (23% foreign, 17% native)

♦ Sales (16% foreign, 24% native)

♦ Construction (13% foreign, 8% native)

♦ Production and Transportation (15% foreign, 12% native)

Workers' Commutes

About 5% American workers work from home and have no commute at all. Of those who travel to work, 76% drive alone in their car; 9% carpool with at least one other person; 5% take public transportation; 3% walk; 0.5%

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Labor Day

Labor Day, the first Monday in September (this year, September 2), is a legal holiday in all 50 states. The holiday began over 100 years ago as **a day to honor people who worked in factories**, usually for low pay and under poor conditions. During that time, many labor unions were formed to protect the US workers. Unions grew in size, to a peak in the mid-1940s.

Today in the US there are unions for actors, musicians, postal workers, police, teachers, nurses, farm workers, painters, and more. The highest union membership rate is among workers in education, training and library occupations (33.8%) and in protective services (also 33.8%).

The American Federation of Labor-Congress of Industrial Organizations (AFL-CIO) is a kind of union of unions, representing 56 unions and their 12.5 million members. The largest unions in the AFL-CIO are the American Federation of Teachers (1.7 million members) and the American Federation of State, County and Municipal Employees (1.64million members).

In 2005, a group called Change to Win Federation split from the AFL-CIO - this group represents several large, strong unions, with 5.5 million workers: teamsters (truck drivers), service employees and farm workers.

Overall, the proportion of workers who are union members has decreased steadily in the last 50 years (to about 10.5% now, compared to about 17% in Japan, 25% in the UK, 26% in Canada, 67% in Sweden and 92% in Iceland). The number of work stoppages, or strikes., has decreased as well.

Labor Day has **an unofficial meaning** in the US as well. It **marks the end of summer**.

Outdoor swimming pools may close.

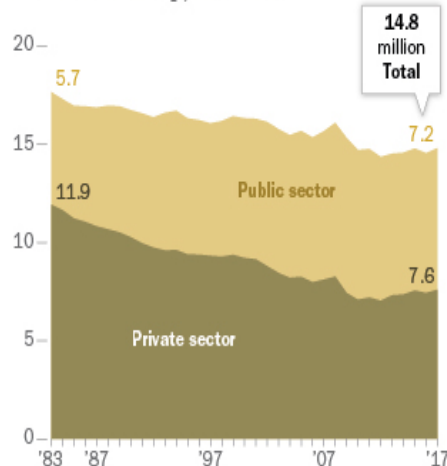
Museums and parks begin new winter hours.

Many public schools and universities begin the new academic year in "the week after Labor Day," whenever that happens to be (although it is increasingly popular in some states to start in August). For students in the US, Labor Day is a kind of New Year holiday.

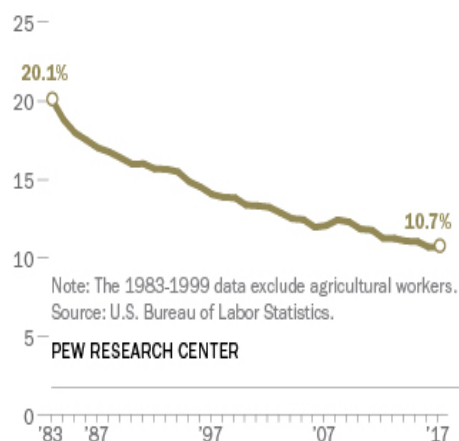
Labor Day Weekend is a time for families to enjoy one last piece of summer. Picnics are traditional. But beware! On Friday and Monday afternoons, the highways will be crowded with cars filled with bicycles, barbecue equipment, canoes, ice coolers, suitcases, camping tents, children, and dogs. Plan your driving carefully.

A long downward slide for U.S. unions

Union membership, in millions



% of all U.S. wage and salary workers who belong to a union



Jewish High Holy Days

Rosh Hashanah and Yom Kippur are two of the most important holy days in the Jewish calendar. Rosh Hashanah (pronounced Rosh Ha-SHAH-na), the Jewish New Year, is a time for Jews to remember the creation of the world, and to renew their faith through charity (giving to others) and prayer for a healthy new year. It is a solemn and sacred day, a day to think about all that is good and all that is bad, not just about one person, but about the human race as a whole.

Jews may go to the synagogue on the first day or two of Rosh

Hashanah. There, the traditional symbol of Rosh Hashanah, the *shofar* (ram's horn), is blown. Jews may also greet each other (or send cards) saying, "May the year be good and sweet," or simply, "For a good year."

At Rosh Hashanah, many Jews gather with their families for a dinner. A traditional bread, *challah*, is shaped in a round loaf on this night, to symbolize the cycle of the year. Families dip apples in honey, to symbolize a sweet

year. Some eat a pomegranate; each of the hundreds of seeds stands for a good deed done during the year.

The ten days after Rosh Hashanah are a time of preparation for Yom Kippur, (pronounced

YOM Ki-POOR) or the Day of Atonement (action to gain forgiveness).

This is a time to try to find ways to improve one's relationships and behavior. It is traditional to fast (not eat) as atonement for and concentration on past wrong doings, and in the hope of living a sin-free life in the future. Yom

Kippur marks the end of the judgment period that started with Rosh Hashanah.

This year, Rosh Hashanah begins on September 30, and Yom Kippur on October 9. The Jewish day, and therefore Jewish holidays, begin at sunset on the previous calendar day. Therefore observation of Rosh Hashanah will begin at sunset on September 29 and Yom Kippur at sunset on October 8.



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bicycle; and 1% use some other form of transportation.

Those who use public transportation have the longest commutes - about 50 minutes on average. Drivers and carpoolers get to work in about 27 minutes.

When is rush hour? 27% workers leave for work between 7am and 8am. 16% leave between 8am and 9am. 24% leave between 9am and 12 noon.

Mothers and Fathers

Of households with married [heterosexual] parents, both husbands and wives are employed 66% of the time. Only the husband is employed in 28% households. Only the wife is employed in 4%. Neither parent is employed in 2%. The survey results do not include data for same-sex parent households.

Other Kinds of Labor

On an average day, 84% women and 69% men spend time doing housework. Not only did more women than men do housework, they spent longer doing it, too: an average 2.6 hours for women and 2.0 hours for men.

What kind of housework was that? 20% men vs 49% women did cleaning or laundry. 46% men vs. 69% women did food preparation or cleanup. 11% men vs. 7% women did lawn or garden care.

Happy Labor Day!

Source: American Community Survey

The Jewish Calendar

With Rosh Hashanah, the Jewish Year 5780 begins. Year 1 is believed to have been the year God created Adam and the world, as described in the Hebrew Bible. The timing of Jewish holidays is based on cycles of both the moon and the sun. Rosh Hashanah and Yom Kippur always occur in the fall, roughly around the time of the autumnal equinox. Rosh Hashanah begins on the day of a New Moon, but before the days of accurate astronomy, it was difficult to know exactly when this New Moon would occur - sometimes it was 29 days after the last one, other months it was 30 days after. Therefore, a tradition arose to celebrate this holiday for two days. This tradition is followed by many — but not all — Jews today.

For information about other calendars currently used around the world — Chinese, Christian, Indian, Ethiopian, Balinese, Islamic, Persian (Iranian) and Baha'i — as well as some ancient ones, see webexhibits.org/calendars/calendar.html.

Vocabulary for the First Day of School

Open House: A night when parents come to the school to meet the teacher, visit the classroom, and hear about the plans for the year.

Field Trip: A class trip away from the school — perhaps to a museum, historic site, factory, farm, etc. May cost extra money (for bus travel, admission fees, or snacks) but schools usually have a fund to help children pay if necessary.

Permission Slip: A form signed by a parent, giving permission to do a special activity or go on a field trip.

Show and Tell: In younger grades, there may be a regular time during the week for children to show something (like a picture of a grandparent who visited) or tell about something (like a trip to the zoo) to the class.

Report Card: A written notice about a child’s progress in different subjects in school.

Recess: A time during the school day for (younger) children to play outside.

PTO or PTA: Parent-Teacher Organization (or Association). A voluntary group that serves as a liaison between parents and school officials. It may offer regular evening meetings, discussion groups, and lectures. It may hold orientation activities for new families or organize money-raising activities to supplement teachers’ budgets for individual classroom budgets.

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Learning to Understand the Teacher

This Fall, if you have a child in a US school (any age, private or public), you will probably be invited to an “Open House” or “Back to School” event. On this night, you can visit your child’s classroom(s) and meet the teacher(s). What the teachers do that night may surprise you unless you understand something about the values they are hoping to communicate. For example:

Parental Involvement

The teacher does this: invites you to volunteer your special skills and opportunities with the class. Do you work in a restaurant? a laboratory? have an interesting craft collection? know how to draw animation? Can you bring the class to your workplace or go to the school to explain your work or skill to them?

The teacher intends: to work as a partner with you and to use your skills to enhance the classroom experience in creative ways.

But you may think: education should be left to the experts. (One mother said to me, “In my country, we leave the teaching to the teachers, just as we leave surgery to a surgeon. We don’t expect to be invited into the operating room and we don’t expect to be invited into the classroom.”) See the chart below for evidence

about principals’ expectations around the world about parental involvement.

Promote Individualism

The teacher does this: tells a cute story about a boy in her class who corrected her description of something they were studying.

The teacher intends: to communicate that she encourages independent thinking in her students.

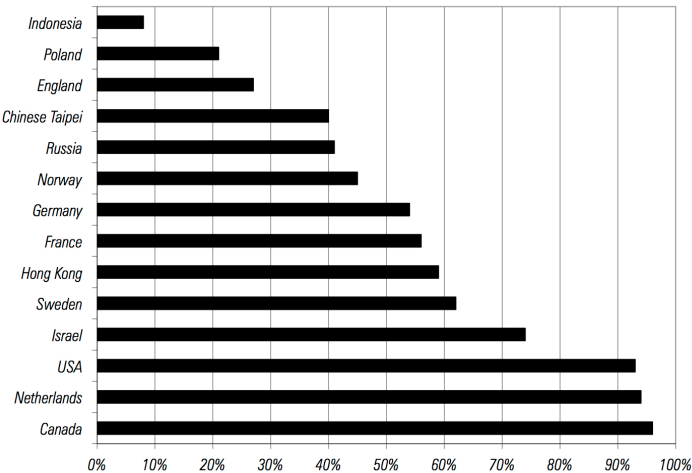
But you may think: the teacher is risking losing the students’ respect; with so much to learn, you may feel, it is best for the teacher to do the explaining, describing, lecturing. Researchers asked eighth grade students how much they agreed with this statement: “In my mathematics class students do exactly as the teacher says.” In the US, 48.8% agreed or strongly agreed with that statement. Compare this with 73.8% in Taiwan, 79.8% in England, 69% in Japan, and 85.1% in Jordan. While this might reflect a difference in teachers’ abilities to maintain discipline, I think instead that it reflects a difference in teachers’ willingness to allow - even encourage - challenge and interruption.

Student-Led Learning

The teacher does this: tells you that children will be expected to read books of their own choosing, both in school and at home.

The teacher intends: to encourage student-driven learning (which presumably will be more meaningful to the children) and expand the range of information present in class discussions.

% Principals who said parents are invited to conference or events, receive letters or newsletters about school, and receive written reports of child’s progress multiple times during year.



Source: Progress in International Reading Literacy Study

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But you may think: it would be better for teachers, as experts, to select the best works to be read. When researchers asked fourth graders how often they read a book during school hours that they had chosen by themselves, 71.9% of American children said they did this every day or almost every day, much more often than children in many other countries (see chart below).

Teacher Feedback

The teacher does this: hands you a folder of your child's recent work, with stickers and "Great Job!" written at the top of each one.

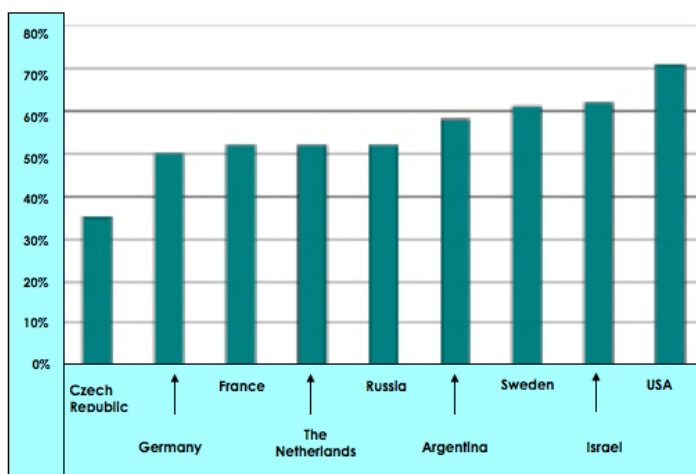
The teacher intends: to encourage children to feel like competent learners, and to solidify their base of self-esteem so they will grow into adults who love writing.

But you may think: the teacher seems to be rewarding mediocrity; truly, some of the essays in the folder are not "great"

- not outstanding, not perfect. You may worry that if all students are told they are "great," the potentially motivating element of competition will be missing.

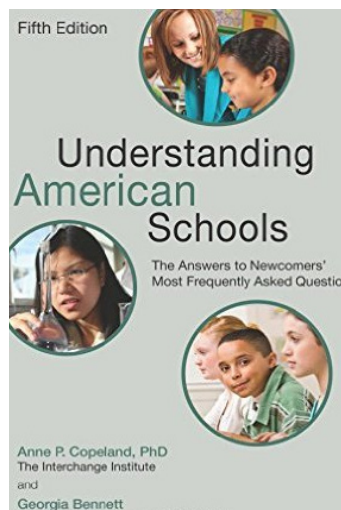
By the way, it's likely that, even if you have these misgivings at your first Open House, you'll come to appreciate at least some of what the US educational experience offers. The parents I know love joining their children's class, they become regular parent volunteers, they come to understand the benefits of emphasizing each child's individual progress. But it takes a while to understand the teacher in context.

% Fourth Graders who said they read a book during school hours that they had chosen themselves



Source: *Trends in International Mathematics and Science Study*

Our book, *Understanding American Schools: Answers to Newcomers' Most Frequently Asked Questions* (by education specialist Georgia Bennett and me - Anne Copeland) has already helped over 10,000 newcomers to the US understand how to navigate the public and private school system. Order your copy today at interchangeinstitute.org/html/schools.htm. Be sure the order the latest (Fifth) edition.



[continued from page 4](#)

Excused Absence: Some schools require parents to write a short note to explain why a child missed school. Others ask parents to call by telephone to say if their child will be absent that day.

Science Fair: A school or district may invite students to demonstrate original science experiments or activities on one particular day; sometimes prizes are given. Or, science (and other) teachers may organize a day of interactive science activities.

Library Volunteer: Most US schools welcome parents' participation and involvement. One common way of helping is to volunteer to work in the school library. It's a fun way to catch a glimpse of your child at school, and help the school, too.

Homeroom: In grades in which children move from one classroom to another for different subjects (usual in middle and high school), this is the room (and teacher and group of children) in which they hear announcements. May be the first class of the day.

College vs. University: "College" usually refers to any four-year undergraduate program of education that follows high school. A "university" is similar but has several different degree programs, including a graduate program and research facilities. Universities are not necessarily higher in quality than colleges in the US.

Worcestershire Sauce, Pam and Other Mysteries

Recently I was looking through some American cookbooks with you, Reader, in mind. I thought this might help:

Worcestershire Sauce (pronounced "WOOH-ster-sheer"): A combination of water, vinegar, molasses, corn syrup, anchovies, spices and flavorings, used to add intensity to sauces, marinades, and dips.

Steak Sauce: Similar to Britain's *brown sauce* or Japan's *tonkatsu sauce*, this dark sauce is made from tomatoes, spices, vinegar, raisins and, in some cases, anchovies.

Tabasco Sauce: Hot pepper sauce made of red peppers, vinegar, water and salt. Very intense flavor.

Mayonnaise and Miracle Whip: Mayonnaise is a sauce made of eggs, oil, lemon or vinegar, and seasonings, used in the US mostly as a sandwich spread or as one ingredient in salad dressing. Miracle Whip is one brand of a lower-fat, usually cheaper version of mayonnaise. Both are now available in low- or no-fat versions.

Crisco: A shortening made of vegetable oil. Used in baking, especially in wheat-based dough. Is solid at room temperature, with a higher smoke point than butter or margarine, so some people use it to grease a cookie sheet too.

Pam: A spray oil; use to cover baking sheets to prevent sticking, or to add a light layer of oil to meat or vegetables.

Pushed from the Nest or Given Wings to Fly?

In the US in the last few years, we have seen an increase in the number of young adults who live with their parents. See the chart below to compare generations. Living at home with parents is especially common among the younger (18-24-year-old) than older (25-31-year-old) *millennials*. (In the census data used for this chart, college students living in dormitories were counted as living "at home.") Young men (40%) are more likely to live with their parents than women (32%). Those with jobs (29%) and college degrees (18%) are less likely to live at home than those who are unemployed (45%) or not in the labor force (50%), and with less education (40-43%).

So, although Americans are looking at and wondering about this *increase* in young adults living at home, you may be surprised in a different way -- that is, at the continuing trend among families to help their children "fly from the nest." The high value Americans place on independence and individualism has one very interesting effect on American family life. My friend from South America first brought it to my attention.

She told me about a woman from the US whose daughter had finished high school and was planning to go to another city to go to college. The mother planned to re-decorate the daughter's bedroom and make it into a family TV room. My friend was shocked. She asked me why American parents push their children out of their homes at such a young age. And she asked me if I thought the mother

still loved her daughter. Yes, I said, I think the woman still loves her daughter.

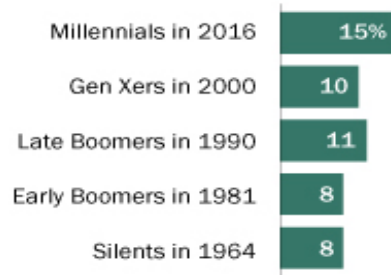
It is important to say, of course, that families in the US differ a lot in how close they are. This is one area where the many subcultures in the US are quite different from each other. Some US families remain very close (physically and emotionally) as the children become adults. Grandparents, aunts and uncles, parents, and adult children may share a house, money, attitudes, and values.

But, I continued, the mother's plans for the daughter's bedroom did not surprise me. The goal of many young people in the US is to leave their parents' home and their parents' daily involvement in their lives. It is a sign of their adult status. Children often take a big step toward this goal at the end of high school, when they begin a full-time job or begin college. Starting college, therefore, has an emotional meaning to students and their families, as a major life transition into adulthood.

It is important to understand that this mother probably shares her daughter's goal of independence. For her, a daughter who sets up her own home and independent life shows that she (the mother) has been a good and loving parent. This mother was helping her daughter reach a shared goal by pushing her along the road toward independence.

Millennials are the generation most likely to live at home

% of 25- to 35-year-olds living in parent(s)' home



Note: "Living in parent(s)' home" means residing in a household headed by a parent.
Source: Pew Research Center analysis of 1964, 1981, 1990, 2000 and 2016 Current Population Survey, Annual Social and Economic Supplements.

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the others as uninformed, immoral and dangerous.

How does a newcomer manage all this information? My best advice is to find a few news sources you trust. Go to www.adfontesmedia.com for a helpful description of where news sources fall on two dimensions: Fact Reporting (Original Fact Reporting...Analysis...Opinion and Persuasion...Unfair Persuasion...Propaganda...Inaccurate and Fabricated) and Left-Right.

Of course, this kind of rating is subjective; you can read about their methodology on their site. Their resulting chart seems right to me, for the sources I know. I think it would be a good place for a newcomer to start. Look for sources in the green rectangle (for news reporting) and yellow rectangle (for fair interpretations of the news). Within these green and yellow boxes, try to read from a range, left to right, so you can understand the range of informed American viewpoints. Beware of anything you read or hear from sources in the orange ("extreme/unfair interpretations") or red ("nonsense damaging to the public discourse") area

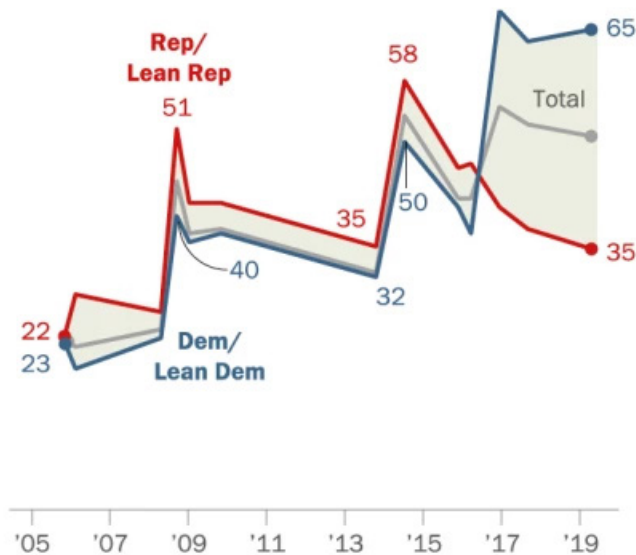
On September 12-13, Democratic candidates for President will debate again, if they have had 130,000 donors and show at least 2% support in four polls (by August 28). If 10 or fewer candidates meet these two goals, the debate will happen on just one night. It's American politics in action, and it's not always pretty...

[continued from page 6 PUSHED FROM THE NEST?](#)

Even when living separately, adults stay connected to their parents in the US. This daughter will probably telephone, visit, text, and ask for advice from her parents. She may share holidays, ask for babysitting help, and arrange for her parents' care as they all get older. But I bet she and her parents will both take pride in her living independently.

Republicans and Democrats had similar views of Russia – until Trump's election

% who say they view Russia's power and influence as a major threat to the well-being of the U.S.



Notes: Surveys conducted in 2017 through 2019 asked about "Russia's power and influence." In April 2016, question was worded "tensions with Russia." In 2015, 2013, May 2008, 2006 and 2005, question was worded "Growing authoritarianism in Russia." In 2014, 2009, and September 2008, question was worded "growing tension between Russia and its neighbors." Source: Survey of U.S. adults conducted July 10-15, 2019.

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Birthday Biography: William Wrigley

Unless you are living in Chicago (near baseball's Wrigley Field), the name Wrigley probably means chewing gum to you. William Wrigley, born September 30, 1861, did not actually invent chewing gum. That honor goes to Thomas Adams who, in 1869, while trying to turn the chicle from Mexican sapodilla trees into rubber, popped some into his mouth and liked the taste.

Wrigley's father had a soap factory. He sent his young son off to sell soap. William had the idea of offering a "premium" with every sale. Buy his soap and he'd give you some baking powder (!) as a gift. He noticed that his customers were more interested in the baking powder than the soap, so he started selling baking powder in addition to soap, now adding two packs of Zeno chewing gum as a premium for every sale.

And then he noticed that his customers were more interested in the chewing gum than the baking powder or soap, so he developed his own brand - Wrigley's Spearmint and Wrigley's Juicy Fruit. And yes, he offered premiums to stores who carried his gum (cash registers and coffee machines) but stuck with chewing gum as his main product.

He had one more brilliant idea - he got stores to put his gum next to those premium cash registers, to encourage sales. His legacy lives on...Wrigley's gum is made in 140 countries and sold in 180.

Happy Birthday, Mr. Wrigley.

Newcomer's Almanac is published monthly by The Interchange Institute, for people who have recently moved to the United States. Its goal is to promote international understanding by providing information about the American holidays, customs, values, social issues, and language that often confuse and surprise newcomers. It is written by Anne P. Copeland, PhD, who is a clinical psychologist and the Director of The Interchange Institute. She is an American and has lived and worked overseas with her family.

The Interchange Institute is a not-for-profit organization that studies the impact of intercultural transitions on individuals, their families, and the organizations for which they work. From the results of this research, the Institute offers seminars and workshops, produces publications, and provides consultative services to the international newcomers, their organizations, and to host communities, recognizing that change and insight on both sides facilitates smooth transition.

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That Crazy English: Friends

I thought we were very close, but then I lost my job and learned that she is a *fair-weather friend*. (I thought we were very close, but then I lost my job and learned that she *only wanted to be friends when things were going well with me*.)

I lost my job and learned that he is a *friend in need, a friend indeed*. (I lost my job and learned that he is *very loyal and helps me when I really need help*.)

He was able to get us tickets to the baseball game because he *has friends in high places*.
(He was able to get us tickets to the baseball game because he *has influential friends with access to or influence on power*.)

The politician thinks he is attacking his opponent but he may wound himself with *friendly fire* instead. (The politician thinks he is attacking his opponent but he may be *hurting himself with his own attacks*.)

My daughter's best friend started a nasty rumor about her. *With friends like that, who needs enemies?* (My daughter's best friend started a nasty rumor about her. *She is more like an enemy than a friend*.)

I'll introduce you to the man in charge but be careful; he is my *frenemy*. (I'll introduce you to the man in charge but be careful; we *act like we are friends but we are not*.)

I bought my son a book about *man's best friend*. (I bought my son a book about *dogs*.)

UNDERSTANDING WHAT YOU READ

Read *Learning to Understand the Teacher* on [pages 4 and 5](#). Pick the better phrase to complete each sentence below:

1. Open Houses are held _____ every fall:
 - a. in US elementary schools.
 - b. in US schools of all levels
2. US principals are _____ likely than English principals to send home information about the child's school progress.
 - a. more
 - b. less
3. To an American teacher, a child who disagrees with something she has said
 - a. is showing disrespect and should be punished.
 - b. is showing independence of thought and should be encouraged.
4. Fourth graders in US schools are _____ likely to read books they chose themselves during school.
 - a. not very
 - b. quite
5. When a US teacher writes "Great job!" at the top of a student paper, it means
 - a. that the paper is unusually well done, truly extraordinary.
 - b. that she intends to encourage the student to continue working hard.
6. Teachers in the Czech Republic are _____ likely to select the books their children read during school.
 - a. not very
 - b. quite
7. Parents who are worried about some of the things they see in their child's US classroom should
 - a. first discuss these with the teacher and/or someone who understands US practices.
 - b. look for a different school.

HOMEWORK

WITH A PEN

1. Read *Vocabulary for the First Day of School* on [pages 4-5](#). Write a list of 5-8 words or phrases (in your home language) that a new-comer to your country would need to know about schools. Write a short definition, in English, of each.

2. Read *Learning to Understand the Teacher* on [pages 4 and 5](#). Write a list of the values described that are different in your home country's education system. Add any values that you think are missing from the US school system.

3. Read *Jewish High Holy Days* on [page 3](#). If you observe Rosh Hashanah and Yom Kippur, write a brief description of what you do during this period. If you do not observe them, write a brief description of what you do on your most holy, sacred, or special day or period of the year.

4. Read *Worcestershire Sauce, Pam and Other Mysteries* on [page 6](#). Write a list of foods from your home country that would confuse an American. Describe each.

5. Read *That Crazy English: Friends* on [page 8](#). Write a list of idioms in your home language that refer to friends. Then translate each one, word for word, into English.

VOCABULARY LESSON

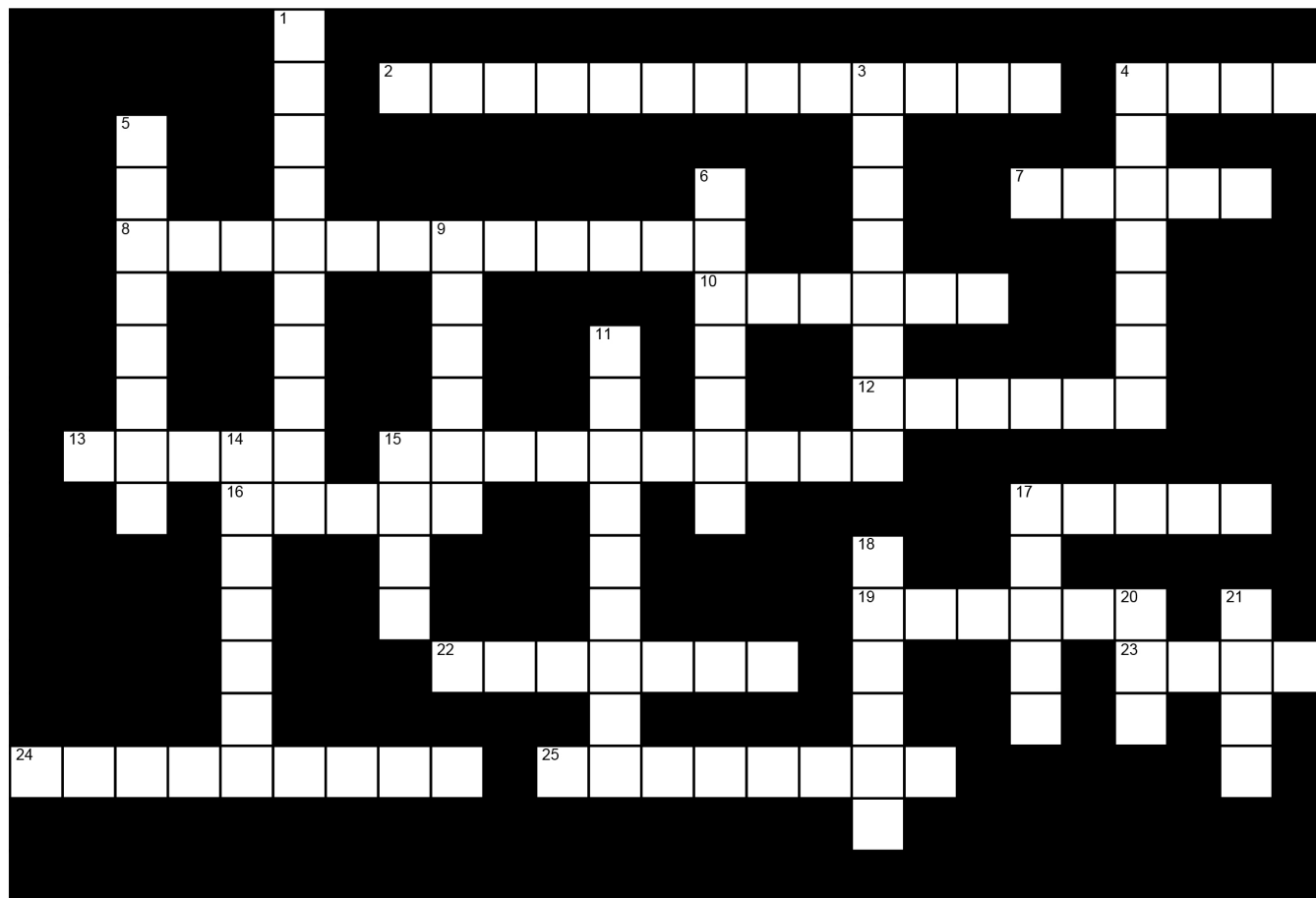
Read *Vocabulary for the First Day of School* on [pages 4 and 5](#). Write in the correct word/words from that list in the sentences below:

1. Jan's favorite part of the school day is _____ because she loves to run and play games with other children.
2. Do not forget to have your parent sign your _____ and bring it tomorrow, or else you will not be allowed to go on the _____ with the rest of the class.
3. His last _____ was so poor that his mother asked to speak with the teacher.
4. I always enjoy going to _____ meetings because I like to get to know the other parents and teachers.
5. At tonight's _____, parents will learn about what their high school students must do to be admitted to _____.
6. Every morning she is greeted cheerfully by her _____ teacher.
7. What are you going to talk about during _____ — your new baby sister or your latest soccer game?
8. Jason is going to the state _____ to get his PhD in math.

IDIOMS

Read *That Crazy English: Friends* on [page 8](#). Then, without looking back at that page (if possible), fill in the blanks below with one of the idioms:

1. He is very nice to you in public, but be careful; I think he is really your _____.
2. She seemed nice when everything was going well for me, but then when I really needed help, she disappeared. I guess she's a _____.
3. My uncle owns that theater so he can get you good tickets. It's nice to have _____.
4. Nasty people sometimes hurt ones they love; beware of _____.



Across

2. American teachers encourage ____ and independence.
4. About ____ percent Americans take public transportation to work.
7. ____ membership has declined in recent years.
8. the Jewish new year (two words)
10. two large union associations: Change to Win and ____ (abbreviation)
12. a time for play and relaxation at school
13. Worcestershire ____ adds intense flavor to food.
15. a sauce made of egg, lemon or vinegar, and seasonings
16. ____ Day was founded to honor factory workers.
17. length of the average public transportation commute in the US: ____ minutes
19. A friend in need is a friend ____.
22. He made chewing gum popular by giving it away.
23. ____ House, a time for parents to visit a school
24. The ____ generation has tended to live with their parents as young adults more than other generations.
25. truck driver

Down

1. Both Democrats and Republicans are concerned about ____'s nuclear program (two words).
3. Of jobs around the house, American men do more ____ (two words) than women.
4. With ____ like that, who needs enemies?
5. American schools tend to encourage ____ involvement.
6. a round bread that symbolizes the cycle of the year
9. ram's horn
11. Jewish place of worship
14. Republicans are less concerned about global ____ change than Democrats.
15. The Jewish calendar is based on the sun and the ____.
17. ____ trip, when a school group visits a site together
18. Foreign-born naturalized citizens tend to earn ____ incomes than the average native-born American citizen.
20. A man's best friend is...a ____.
21. show and ____, a time for each child to speak to all classmates

OUT AND ABOUT

1. Read *Labor Day* on [page 2](#). Make a list of changes that happen on Labor Day in your US community — like opening hours for museums, swimming pools, or parks.

2. Read *American Labor by the Numbers* on pages [2-3](#). How would these compare to statistics from your home country? How does your experience compare to these averages?

IF YOU USE THE WEB

1. Read *Background to Today's News* on [pages 1 and 7](#). Go to www.adfontesmedia.com, as suggested. Find the news source(s) you have been using while in the US. Are you surprised at its placement in the chart? Find a few sources from the green or yellow boxes that are new for you. Try to pick one on the left and one on the right. Read from both and compare.

2. Read about *Understanding American Schools* at the bottom of [page 5](#). At www.interchangeinstitute.org/html/schools.htm#anchor read the answers to several of the Frequently Asked Questions. Find three answers that are different from your home country.

3. Read *Jewish High Holy Days* on [page 3](#). To learn more about the shofar, go to www.chabad.org/holidays/JewishNewYear/template_cdo/aid/4837/jewish/Shofar.htm

And to hear the shofar, go to

www.youtube.com/watch?v=EKQrBURDtQE

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WITH A FRIEND

1. Read *Background to Today's News* on [pages 1 and 7](#). Tell a friend or partner how you think people in your home country would describe each of the threats shown in the charts on page 1 and page 7.

2. Read *Learning to Understand the Teacher* on [pages 4 and 5](#). Hold a debate with a friend or partner about this statement:

"It is very important for teachers to promote individualism, allow student-led learning, and give positive feedback."

In a debate, each person speaks either in agreement with the statement, or in disagreement. They do not discuss the advantages and disadvantages of each side, but rather just argue for one position. One of you should say why it is important for teachers to stress these things and the other of you should say why that is *not* what a teacher should do. You do not have to agree with what you are saying! If you like, you can switch sides after five minutes.

3. Read *Pushed from the Nest or Given Wings to Fly?* on [pages 6 and 7](#). Discuss with a friend or partner the most common time line for when/if young adults move from their parents' home. Is this time line different from different groups, for example, based on income? gender? education? religion? ethnicity? Did you follow this common time line yourself?

4. Read *American Labor by the Numbers* on [pages 2-3](#). Describe to a friend or partner how these statistics would compare to your home country. Are you a "typical American" in these ways?

6. Read *Background to Today's News* on [pages 1 and 7](#). Tell a friend or partner about the available news sources in your home country. Is there a big range left-to-right? Is there a big range in terms of accuracy? Has this changed since you were a child?

7. Read *Birthday Biography: William Wrigley* on [page 8](#). Tell a partner or friend about what is sold next to cash registers in stores in your home country? Is Wrigley's gum there?

ANSWER CORNER

Understanding What You Read

1b 2a 3b 4b 5b 6a 7a

Vocabulary Lesson

- 1 recess 2 permission slip, field trip
- 3 report card 4 PTO (or PTA)
- 5 Open House 6 homeroom
- 7 Show and Tell 8 university

Idioms

- 1 frenemy 2 fair-weather friend
- 3 friends in high places 4 friendly fire

