Chapter 1
The Remittance Life

Activity 3
1. b  3. a  5. a  7. a  9. b
2. a  4. c  6. b  8. a  10. c

Activity 4
Possible answers:
1. [Karin] sends $300 home... Most of the rest of her money goes toward her share of the rent, simple necessities, and bus fare for rainy days.
2. She lied about her age to get her job at the diner.
   She lied to immigration officials about her intentions when she came into the country on a tourist visa.
   She lies to the landlady about where she lives.

Activity 7
1. to graduate  6. to live  11. to send/sending
2. to study/studying  7. working  12. to be
3. to become  8. to stay  13. to begin
4. caring  9. to continue  14. going
5. to work  10. to work/working  15. to do

Activity 8
In many countries, such as Mexico, for example, banks are not federally insured as in the United States. Without insurance, depositors understand it is possible losing all their money overnight. For this reason, many Mexican nationals working in the United States are unwilling opening bank accounts. They want seeing, feeling, and most of all counting their cash. The result is that they often must pay more sending remittances. First, if they receive a payroll check, they must pay cashing it. Second, using a money wiring service is usually more costly than sending money home through a bank. For this reason, financial management classes for migrant workers recommend to open bank accounts.

Activity 12
Possible answers:
Advantages:
1. Often workers can make more money by becoming remittance workers than by working in their home countries.
2. Remittance dollars coming into the home country boosts its economy.
3. The host country gets a force of workers willing to do low wage jobs.
Disadvantages:
1. Families are separated.
2. The home country loses skilled workers which weakens its economy.
3. Skilled workers usually work low wage unskilled jobs when they become remittance workers.

Activity 13
1. transfer  4. revenue/funding  7. stability  10. revenue/funding
2. significant  5. export  8. estimate
Activity 14
1. c
2. a
3. b
4. a
5. Possible answer: ways that banks could improve their service to remittance workers

Activity 15
Possible answers:
2. Karin … has started sending money home to her father and two brothers back in Honduras.
3. [My father] lived in a trailer [in Key West] and worked two jobs--as a cook in a hospital by day and a restaurant dishwasher at night.
4. “Times were terrible when I was very young in Nicaragua,” [Arlene] says. Then when [she] was 7 [her] father said ‘Enough!’ and traveled by himself to America. [He] worked two jobs...He soon began sending money and packages home...

Activity 16
Possible Answer: Reading 1 gives specific examples of workers living the remittance life.

Activity 17
2. Possible answer: Remittance workers could send remittances more safely, quickly, and cheaply.
3. Possible answer: Remittance workers could directly pay bills and loans in their home countries
4. Possible answer: Remittance workers would generally have better services for sending remittances.

Activity 18
2. 10 % of the total remittance value of $61.3 billion is $6.13 billion.
3. Net profits of remittances to Mexico are $167.9 million. The net profits from remittances to all of Latin America are $379.5 million.
4. 10% of $3.3 billion is $330 million in profit.
5. Possible answer: At 10% of remittance value, the profit is $1.6 million.

Activity 21
1. b 2. a 3. c 4. b 5. b

Activity 22
Jesus came to the United States one year ago. He thought he could earn more money and sends it to his family in Nicaragua. His father is suffering from diabetes and has missed many weeks of work. In addition, he has a lot of medical bills. Jesus thinks his father should cut down on his work. He also thinks if he could send enough money, his father may decide to work less. Jesus wishes he must be with his father and the rest of his family, but he knows he must worked hard to earn as much money as he can as a remittance worker. This is the most important thing that can make a difference to his family.
Chapter 2
Discrimination

Activity 3
Possible answer: Each of them reached out and tried to communicate with people who were different from themselves.

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

Activity 5
2. b Question: What are the three reasons why discrimination is difficult for immigrants?
3. b Question: What are some examples of stereotypes leading to discrimination?
4. a Question: What are some examples of what immigrants have done out of a desire for freedom and opportunity?
5. b Question: Why was the U.S. the land of opportunity?
6. a
Possible answer:
7. During difficult economic times, immigrants are more likely to feel the effects of discrimination for several reasons.

Activity 8
1. used 3. came 5. attacked
2. has become, have settled 4. has changed 6. have traveled

Activity 9
Possible answers:
1. I have lived in the United States for ten years.
2. I came to the United States on June 5, 1996.
3. On the day of my arrival, I liked the many different kinds of food the most.
4. I have had trouble dealing with the way Americans are always rushing around ever since I came to the United States.

Activity 14
1. construction 3. procedure 5. suspended 7. livelihood 9. confined
2. emerged 4. deported 6. amended 8. denied 10. interrogate

Activity 15

<table>
<thead>
<tr>
<th>Noun (Thing)</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>construction</td>
<td>construct</td>
<td>constructive</td>
<td>X</td>
</tr>
<tr>
<td>emergence</td>
<td>emerge</td>
<td>emerging</td>
<td>X</td>
</tr>
<tr>
<td>denial</td>
<td>deny</td>
<td>deniable</td>
<td>deniably</td>
</tr>
<tr>
<td>suspension</td>
<td>suspend</td>
<td>suspended</td>
<td>X</td>
</tr>
<tr>
<td>amendment</td>
<td>amend</td>
<td>amendable</td>
<td>X</td>
</tr>
<tr>
<td>procedure</td>
<td>proceed</td>
<td>procedural</td>
<td>procedurally</td>
</tr>
<tr>
<td>confinement</td>
<td>confine</td>
<td>confining</td>
<td>X</td>
</tr>
<tr>
<td>deportation</td>
<td>deport</td>
<td>deportable</td>
<td>X</td>
</tr>
<tr>
<td>interrogation</td>
<td>interrogate</td>
<td>interrogated</td>
<td>X</td>
</tr>
</tbody>
</table>

Activity 16
Possible answers:
1. Narrative Account from Mrs. Chan: When we returned from the dining hall they locked the doors behind us. Once you were locked in, they didn’t bother with you. It was like being in prison.
2. Narrative Account from Mr. Leung: One strange question they asked me was, “What is your living room floor made of?” I replied, “Brick.” The next day, they asked the same question and I replied, “Brick,” again. They said my father had said it was dirt. What happened was that the floor was dirt at first, but later, after my father left for America, I changed the floor myself to brick.

3. Narrative Account from Mr. Lowe: Some [old-timers], due to faulty responses during the interrogation and lengthy appeal procedures, had been there for years.

Activity 17
Possible answers:
2. a. Keema felt her classmates treated her badly because they were ignorant about her.
   b. Park Kyo-Gun says that when people came to his grocery store, they did not try to communicate with him.
   c. When Anu Baghosian tells people she is from Iran, they give her a strange look.
3. a. Keema and a few friends started a Diversity Club.
   b. Park Kyo-Gun put up a list of Mexican and other holidays in his store.
   c. Anu Baghosian showed pictures of her family back home to her Greek boyfriend’s parents
4. a. Keema decided that she wasn’t going to let anyone treat her the way her classmates treated her at first.
   b. Many of Park Kyo-Gun’s neighbors were so angry at the society around them that the whole East Side of Los Angles erupted into a riot.
   c. Mrs. Chan said that once they returned from the dining hall, the doors were locked behind them and no one bothered with them. It was like being in prison.

Activity 18
1. Historical Fact: The process [of internment] continued over the next four years with the incarceration of 92,785 Californians of Japanese ancestry in twenty-six internment camps.
   Explanation: ... great numbers of United States citizens and lawful permanent residents were imprisoned without charges, without evidence, without trial, and against every constitutional right.
2. Historical Fact: Clearly Executive Order 9066 had the sole purpose of removing and imprisoning Japanese Americans at a time when German Americans and Italian Americans were equally as much, or as little, the enemies of the United States.
   Explanation: The internment of Japanese Americans was a destructive as well as unforgivable act of discrimination.
   Possible answer: It takes no greater reason than dislike for discrimination to occur.

Activity 21

Activity 22
1. C
2. IC They were valued for their hard work and dedication in their jobs.
3. IC But beginning in the early 1870s they were treated with racism and hatred.
4. IC Discriminatory laws were put into place that made it difficult for the Chinese to make a living.
5. C
6. IC Interrogation at the Angel Island detention center was one more injustice the Chinese were forced to face.
7. IC Overall the lives of the Chinese were filled with difficulties and they were given few choices.
8. C
Chapter 3  
Bridging the Gap Through Athletics

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

Activity 4
1. a Possible reason: Statement B does not have a point of view.
2. b Possible reason: Statement A does not have a point of view.
3. a Possible reason: Statement B is more general and less focused.
4. b Possible reason: Statement A does not predict how the essay will handle the topic.
5. b Possible reason: Statement A does not predict how the essay will handle the topic.

Activity 7
1. at that moment, just then 4. in addition, unfortunately 6. at that moment, just then
2. unfortunately 5. at that moment, just then 7. in addition
3. by this time

Activity 8
1. based on 2. besides 3. after 4. based on

Activity 12
Possible answers:
2. Event: One man was kissing Cox all over her face.
   Reason: This man is expressing the gratitude many Soviets felt for the effort Cox made to bring people together.
3. Event: An Inuit woman kissed Cox on both cheeks and gave her a bouquet. She talked about how the swim made her believe that her family on Little Diomede and her family on Big Diomede might one day see each other again.
   Reason: This woman is expressing a feeling of coming together that many others felt.
4. Event: The Soviets served snacks and tea in china cups on two tables with white tablecloths while Soviets and Americans stood around and just talked.
   Reason: This event shows that Soviets and Americans can celebrate together just like any other group of people.
5. Event: The Inuits on Little Diomede and the Inuits on Big Diomede were singing traditional Inuit songs back and forth to each other over a two-way radio.
   Reason: This event shows that cultural traditions can rise above political differences.
6. Event: As Gorbachev and Reagan were signing the INF Missile Treaty, Gorbachev made a toast to the bravery of Lynne Cox.
   Reason: This treaty is a major historical event of goodwill that Gorbachev publicly associated with Cox’s swim.

Activity 13
1. c 3. j  5. d  7. g  9. e
2. i 4. f  6. b  8. h  10. a

Activity 14
1. at last, finally, then 4. then, later  7. at last, finally
2. suddenly, all at once 5. at last, finally
3. then, at last, finally 6. then, at last, finally
Activity 15

Possible answers:
1. (Reading 1, paragraph 2)
   Description that create a clear mental picture: I had spent eleven years writing letters and making phone calls to people in both the United States and the Soviet Union.
   Description that communicates an important feeling: At the beginning of 1987, I realized I could spend the rest of my life trying to get Soviet permission to do the Bering Strait swim...
2. (Reading 1, paragraph 4)
   Description that creates a clear mental picture: I had some sponsorship..., but it wasn’t nearly enough. I had to ask myself, How can anyone believe in me unless I believe in myself? I decided to empty out my own bank account.
   Description that communicates an important feeling: I decided to empty out my own bank account [to pay for my crew and other expenses]. Unfortunately, I didn’t have enough to pay for my own plane ticket. I couldn’t take out a loan from the bank, so I took one out from my parents. All of this was hard; it took everything I had, emotionally, physically, and financially.
3. (Reading 2, paragraphs 9, 10)
   Words that appeal to the senses: Oh, no, no, no! my mind screamed. After all this the Soviets have said no.
   Description that creates a clear mental picture: “[David Karp] has heard from the Soviets. Come on, hurry, run! Hurry, he might get disconnected. He’s been trying to reach you all night, but he couldn’t get through,” she said. I nervously picked up the phone. He was crying. He tried to talk, but he couldn’t get the words out.
   Description that communicates an important feeling: “The Soviets said yes. Yes! You can do it.” [said David Karp]. He was crying again. All at once it was as if all the pressure of uncertainty had changed into energy. The doctors eagerly checked and packed their equipment. The journalists dictated stories, and the photographers snapped what seemed like hundreds of pictures.

Activity 16

Topic sentences of paragraphs in the essay:
1. At key moments in American history, athletic competitions, which emphasize equality and fairness, have helped to break barriers between people.
2. The game of baseball, for example, has broken many social barriers.
3. Another “first” for baseball was the formation of a women’s league from 1943–1954.
4. In 1985, Ted Turner attempted to break a different kind of barrier.

Sentences in the paragraph that are similar to the topic sentences of the essay:
1. At key moments in American history, athletic competitions, which emphasize equality and fairness, have helped break barriers between people.
2. ----
3. A second example from baseball was the existence of a women’s league from 1943-1954.

A.

Questions:
1. At key moments in American history, athletic competitions, which emphasize equality and fairness, have helped to break barriers between people.
2. At key moments in American history, athletic competitions, which emphasize equality and fairness, have helped break barriers between people.
3. 3
4. 3
5. b, c, d

B.

6. positive

Possible answer: Then, in 1954 the nearly seventy-year-old “separate but equal” law finally ended and segregation became illegal.
7. b. Example: Another “first” for baseball was the formation of a women’s league from 1943–1954.
   Possible Detail: The league began during World War II when patriotism was strong and large numbers of young men were overseas fighting for their country.

c. Example: In 1985, Ted Turner attempted to break a different kind of barrier.
   Possible Detail: The first so-called Goodwill Games were held in 1986 and got good media coverage.

8. At many times in history athletics have effectively broken barriers.

Activity 19
Jackie Robinson was successful at more than just baseball. By the time he made Rookie of the Year in 1947, Jackie Robinson’s role in baseball (1) had drawn so much attention that it (2) had become a civil rights issue. Racial attitudes which would lead to desegregation of a country (3) were changing on the baseball fields of America. But these changes came with a high price for Jackie Robinson. He had to play ball while pitchers (4) were throwing balls at his head, players (5) were cutting him with their cleats, and catchers (6) were spitting on his shoes. After these difficult games he often left the field, only to learn that he (7) had received hate letters and death threats in the mail while he (8) was playing. But Jackie Robinson showed the self-control to answer these racist acts with silence. In time, his country saw that he (9) had won the respect of his teammates as well as his opponents.

Activity 20
1. C
2. C
3. IC When Lynne Cox reached the shore of Big Diomede, at least fifty Russians were prepared to welcome her.
4. C
5. IC While Lynne Cox was hoping to get permission to do the Bering Strait swim, she kept writing letters and making phone calls.
6. IC The Soviets had already sent boats, guns, and equipment to Big Diomede by the time Cox learned she had permission to do the swim.
7. IC Jackie Robinson was playing baseball at a time when African Americans were not permitted in the same restaurants and hotels as white Americans.
8. C
Chapter 4
Family Issues and Marriage

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

Activity 4
1. income 3. contrast 5. appreciate
2. afford 4. adjust

Activity 5
2. E Possible reason: This statement briefly summarizes the content of the essay. Then it gives an opinion.
3. NE
4. E Possible reason: This statement summarizes the main idea of the essay. Then it makes a prediction.
5. E Possible reason: This statement summarizes the main idea of the essay. Then it makes a suggestion.

Activity 8
Possible answers:
1. Subordinator: He is very happy that he and Hanna will be married soon, although he is not happy that he feels he has let his mother down.
2. Coordinator: She was happy for him, but she was also upset.
3. Transition Word or Phrase: He doesn’t want to lose Hanna; however, he doesn’t want to hurt his mother and destroy the loyalty he feels for her either.

Activity 9
Possible answers:
2. My sister likes coffee, but I like tea.
3. Hiro’s mother wants her son to marry a girl she knows; however, she doesn’t know Hanna or her family.
4. An arranged marriage is based on the choice of a third person. On the other hand, a love marriage is based on the love between two people.
5. I made time to be with my friends although I studied long hours.
6. While Hanna wants to live only with Hiro, Hiro wants to live with Hanna and his mother.
7. Hiro’s mother wants her son to live in Japan; in contrast, Hiro wants to live in the United States.
8. Even though it is very expensive to travel to my home country, I very much want to visit my family.
9. Though my car needs new tires, I have no money to buy them.

Activity 13
Possible answers:

<table>
<thead>
<tr>
<th>Points of Comparison:</th>
<th>Arranged Marriage</th>
<th>Love Marriage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collection of information about possible marriage partners</td>
<td>part of marriage process</td>
<td>not part of marriage process</td>
</tr>
<tr>
<td>2. Use of arranged first meeting of partners</td>
<td>meeting with matchmaker and family members on both sides</td>
<td>no meeting</td>
</tr>
<tr>
<td>3. Advice and counsel for marriage partners</td>
<td>is a part of marriage process</td>
<td>usually not part of marriage process</td>
</tr>
<tr>
<td>4. Acceptance of reliability of love in the choice of a marriage partner</td>
<td>not accepted</td>
<td>accepted</td>
</tr>
<tr>
<td>5. Divorce rate</td>
<td>may be below average</td>
<td>may be above average</td>
</tr>
<tr>
<td>6. Responsibility for choice of marriage partner</td>
<td>at least partly with a third person or group of people</td>
<td>completely with the couple</td>
</tr>
</tbody>
</table>
Activity 14
1. merging  3. benefit  5. unreliable  7. professional  9. create

Activity 15

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>advise</td>
<td>advisable</td>
<td>adviseably</td>
</tr>
<tr>
<td>admiration</td>
<td>admire</td>
<td>admirable</td>
<td>admirably</td>
</tr>
<tr>
<td>influence</td>
<td>influence</td>
<td>influential</td>
<td>influentially</td>
</tr>
<tr>
<td>marriage</td>
<td>marry</td>
<td>marriageable</td>
<td></td>
</tr>
<tr>
<td>accomplishment</td>
<td>accomplish</td>
<td>accomplishable</td>
<td>accomplished</td>
</tr>
<tr>
<td>arrangement</td>
<td>arrange</td>
<td>arranged</td>
<td></td>
</tr>
<tr>
<td>response</td>
<td>respond</td>
<td>responsible</td>
<td>responsibly</td>
</tr>
<tr>
<td>unreliability</td>
<td></td>
<td>unreliable</td>
<td>unreliability</td>
</tr>
</tbody>
</table>

Activity 16

**Possible answers:**
2. Although a meeting with a matchmaker and family and friends begins the arranged marriage process, the love marriage process has no meeting.
3. Advice and counsel for marriage partners is part of the arranged marriage process. In contrast, this is usually not part of the love marriage process.
4. While love marriage partners accept the reliability of love, arranged marriage partners do not.
5. The divorce rate for arranged marriages may be above average; conversely, the rate for love marriages may be below average.
6. Responsibility for the choice of a marriage partner in an arranged marriage is at least partly with a third person. On the other hand, in a love marriage it is completely with the couple.

Activity 17

**Possible answers:**
2. Just as I usually read very quickly when I read a newspaper, I often hurry when reading a magazine too.
3. My math teacher gives us a lot of homework and so does my English teacher.
4. I like to take my time when visiting an art museum. Similarly, my best friend can spend hours looking at an art exhibit.
5. My car is similar to my brother’s car.
6. I believe in love marriage. Likewise, my boyfriend does not want an arranged marriage.

Activity 18

**Main Idea from Reading 2:**
2. Americans enjoy the freedom to choose who they want to marry
3. Americans want freedom in everything (including independence from parents)
4. Americans want freedom in everything (including the decision about when to have children)

**Supporting Detail from Reading 1:**
2. Hiro has become engaged to an American girl that he met at the university.
3. Hanna believes that a husband and wife must make their own decisions without interference from parents.
4. Hanna believes children come later.
Activity 19
Possible answers:

<table>
<thead>
<tr>
<th>Point of Comparison</th>
<th>American Marriages</th>
<th>Other Marriages</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes about parents'</td>
<td>blessing is good but not essential</td>
<td>blessing of parents is very important in</td>
<td>Americans feel individual choice is more important than the</td>
</tr>
<tr>
<td>blessing</td>
<td></td>
<td>Sudan and India</td>
<td>respect for parents in Sudan.</td>
</tr>
<tr>
<td>Attitudes about tradition</td>
<td>tradition is not very important</td>
<td>tradition is important in Sudan, India,</td>
<td>Americans feel individual choice is more important than</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pakistan</td>
<td>following any traditions.</td>
</tr>
<tr>
<td>Attitudes about choice</td>
<td>freedom in the choice of a marriage partner is essential</td>
<td>arranged marriage is usually the only choice in India</td>
<td>Americans do not like the lack of freedom in an arranged</td>
</tr>
<tr>
<td>of marriage partner</td>
<td></td>
<td></td>
<td>marriage.</td>
</tr>
</tbody>
</table>

Activity 22

2. If a couple wants to marry, they receive advice from family and the matchmaker. or  
   A couple receives advice from family and the matchmaker if they want to marry.

3. If I want to buy a house, I get the advice of a professional. or  
   I get the advice of a professional if I want to buy a house.

4. If you believe that marriage is a matter of the heart, you will not be satisfied with an arranged marriage. or  
   You will not be satisfied with an arranged marriage if you believe that marriage is a matter of the heart.

5. If my family has their own reasons for wanting me to marry someone, how can I trust my family’s advice? or  
   How can I trust my family’s advice if they have their own reasons for wanting me to marry someone?

6. If I believe in myself, I can make my own decisions about who I marry. or  
   I can make my own decisions about who I marry if I believe in myself.

7. If two people are in love and want to marry, they should be able to marry. or  
   Two people should be able to marry if they are in love and want to marry.

8. If I want help, I will ask for it. or  
   I will ask for help if I want it.

9. If a person is very much in love, she may not see that the person she loves will not provide a good life. or  
   A person may not see that the person she loves will not provide a good life, if she is very much in love.

Activity 23

1. b 3. f 5. c 7. e  
2. a 4. g 6. d 8. H
Chapter 5
Stereotypes and the Stereotyped

Activity 3
1. a 3. b 5. a 7. b 9. a 11. a
2. a 4. a 6. b 8. a 10. b 12. a

Activity 4
Possible answers:
- horrified investigation - suspicion - denied
- interrupt - intercepted labor - accused
- annoyed invisible - damaged - expelled
- outraged threat - evicted - injustices

Activity 5
1. Had I known more about my Asian American history I might have felt less foreign.
2. foreign, negative
3. b) Example: Following World War II, it was China that was becoming the evil Communist threat. As a result, the FBI switched its attention from Japanese Americans to hundreds of Chinese Americans.
   Supporting Detail: My father was one. Consequently, our mail frequently arrived opened and damaged, and our phone reception was sometimes poor.
   c) Example: My Auntie Ching and her husband opened a Chinese restaurant..., business was booming. However, Auntie Ching had no lease for the restaurant and the German American owner evicted the Chings to set up his own shop.
   Supporting Detail: Our tiny Chinese American community was horrified...My father urged them to fight it out in court. But they chose not to. Chinese cannot win, they said, so why make trouble for ourselves?
   d) Example: ...when my parents were denied the right to rent or buy a home in various Philadelphia neighborhoods, they had to walk away...
   Supporting Detail: ...my father was outraged.
   e) Example: ...we could only suffer in silence when my mother and her troop of small children were thrown out of supermarkets
   Supporting Detail: ...we were wrongly accused of opening packages and stealing
   f) Example: ...was expelled from the lunchroom for the rest of the year for talking.
   Supporting Detail: He was the only one of a group of noisy third graders to be expelled.
   g) Example: ...my younger brother Hoyt and the few other Asian boys in school were rounded up.
   Supporting Detail: ...because another kid said he thought he saw an "Oriental" boy go into his locker.
4. It had a very negative effect and made her feel “foreign”.

Activity 8
Possible answer:
Helen Zia felt misunderstood by people around her. She felt that people thought of her as Chinese even though she had never even seen China. Although she felt American, she and her family suffered some very unfair stereotyping. Because she was unsure of her role in the American society around her, she followed her father’s example and became successful in school. Moreover, she also learned to avoid bringing attention to herself and to refrain from speaking up by watching other Asian Americans around her.

Activity 9
Possible answers:
1. IC Can’t you stop that? It’s driving me crazy!
2. C
3. IC Stereotypes are so destructive because they cut off communication.
4. IC There is a stereotype that anyone who looks Chinese is not really American.
5. C
6. C
7. IC The meeting is tomorrow morning so make sure you bring your laptop for the presentation.
8. IC When Anwar returned with the missing documents, we knew that everything was going to be OK.

Activity 14
1. a 3. a 5. a 7. b 9. a
2. b 4. a 6. b 8. b 10. b

Activity 15
Possible answers:
Title strategy for Reading 1: 3
Reason: It restates the main idea.
Title of Reading 1: My Struggle to Become an American
Strategy number: 3

Activity 16
1. P Reading 2 paragraph 2
2. Z Reading 1 paragraph 8
3. Z Reading 1 paragraph 2
4. P Reading 2 paragraph 6
5. Z Reading 1 paragraph 7
6. Z Reading 1 paragraph 7
7. P Reading 2 paragraph 2
8. Z Reading 1 paragraph 8
9. P Reading 2 paragraph 7
10. Z, P Reading 1 paragraphs 1-8, Reading 2 paragraphs 4-10

Activity 17
1. a, e  3. a, b, c, e, f  5. e
2. d  4. b, f  6. b, f

Activity 18
1. Topic Sentence: The stereotypes of Asian Americans have changed greatly over the years.
   b
2. Topic Sentence: Despite the conclusions about Asian Americans based on the myth of a model minority, the facts tell a different story.
   c
3. Topic Sentence: But, the myth of the model minority isn't entirely false.
   b
4. Topic Sentence: Research is also beginning to suggest that the pressures placed on Asian Americans due to the model minority stereotype may be the cause of feelings of isolation and depression.
   a
5. Topic Sentence: [Andrew Chin and Judy Tseng] argue that the model minority stereotype negatively affects Asian Americans in two ways.
   a

Activity 21
1. had believed  5. have served
2. had changed  6. has worked
3. have been, has agreed  7. has suggested
4. had considered  8. have had, have suffered
Activity 22

Why do people form stereotypes? After all, we had learned that stereotypes are inaccurate at best and dangerous at worst. Could it be that we are lazy? If a person has offended me, it is easier for me to think badly of him than to learn about him as an individual. Could it be that we want to fit in with common ways of thinking? If I was followed the opinions of others then I have the comfort of a group, whereas if I have stood alone. Could it be that we sometimes want to have someone to blame our troubles on? If I have lost my job or I have been paid too little, it is easier to blame immigrants or some other group than to look to myself for a solution. Could it be that we stereotype for some of all of these reasons? It is safe to say that, unfortunately, we had all sometimes formed stereotypes to meet our own needs.
Chapter 6
The Process of Assimilation

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

Activity 4
2. a S 3. b S 4. a O 5. c S 6. b S

Activity 5
1. Specific quote: "Not all families here are like the Simpsons, are they?"
2. Specific quote: "When my skin turns white and my hair turns blonde, then I'll be an American.
3. General explanation: "I don't want my children to be influenced by immoral things."

Activity 8
2. b The test which I took was very long and difficult.
3. b Ten years ago Maria Jacinto and her husband moved to the United States to find jobs in the meatpacking industry.
4. a All around the world American culture influences people.
5. b Even after becoming a U.S. citizen, Jacinto does not feel like an American.
6. a When we returned home after five years, there was nothing left of the life we knew before.
7. a Where we live almost all of our neighbors and friends are Spanish speakers.

Activity 9
1. C
2. IC The houses on that street are all the same with no difference except the color.
3. IC My family standing beside me, I said my goodbyes and boarded the plane to come to America.
4. IC Leaving the country where I had lived my whole life, I thought back on how I had come to the decision to go.
5. C
6. C
7. IC Talking as quickly as I could, I explained why I had called.
8. IC Just speaking the language well is not enough to succeed in a new country.

Activity 14
1. fulfilled 3. staircase 5. vague 7. automatically
2. embraced 4. savored 6. credible 8. appropriate

Activity 15
2. GE Support Sentence: I was taller, but I looked the same, dressed the same, took the same courses, enjoyed the same music... Still, I felt different.
3. GE Support Sentence: When I reached the door, grandmother embraced me happily, crying, "Kjaere Grethemor velkommen hjem."
4. SA Support Sentence: This behavior was expected and proper. I realized that all along nothing was wrong with me. I had been doing exactly what I was supposed to be doing. I was being Norwegian.
5. GE Support Sentence: Everywhere I went, young people stood up when their elders entered the room. Women always shook hands in greeting and held the door open for others. This behavior was expected and proper.
Activity 16
1. J Reasons: 1, 4, 5
2. J Reasons: 1, 2
3. J, C Reasons: 3, 6, 7
4. C Reasons: 8, 10
5. J Reasons: 1, 5
6. J, C Reasons: 1, 5, 8

Activity 17
I. A. 3. More immigrants are from a country that borders the United States
I. B. 1. a. They can put family ahead of money
I. B. 1. a. i. Money seems more important than family
I. B. 2. a. Immigrants are changing America more than America is changing them
   b. Immigrants can resist Americanization if they want to

Activity 20
Possible answers:
2. Margarethe Cammermeyer is an Army recruit, a student nurse, and a Norwegian.
3. Margarethe was so excited when she arrived at her grandmother’s apartment building that she ran out of the cab, burst through the entrance, and raced up the five flights of stairs to the apartment.
4. While Margarethe was running upstairs, her aunt was laughing, beaming, and picking up her packages from the stairs.
5. Assimilation to a new country means more than speaking the language fluently, getting a good job, having good relationships with the people, and enjoying the food.
6. Mexican immigrants in the United States can, if they choose, eat Mexican food, speak Spanish, and have Mexican neighbors.

Activity 21
Assimilation is not an easy process. It may begin with some relatively small to be decisions like where to buy food, where to find transportation, and how being friendly to finding other people. Other decisions such as find affordable housing, getting a good job, and locating locate good schools may be more difficult. A still more difficult decision for each individual is figuring out just how much assimilation is the right amount. Considerations losing connecting making certain undesirable aspects of American culture, and worry about making many uncomfortable changes. Assimilation does not happen all at once. It happens in steps, working shopping usually when you are busy doing something else like work or cooking or shop or just talking.
Chapter 7
Refugees: A Place to Call Home

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

Activity 4
1. **Level 2:** Kambanda is a refugee and never feels completely safe.
2. **Level 3:** Kambanda feels a sense of responsibility to do extremely well in college.
3. **Level 1:** Kambanda came to Los Angeles from Burundi.
4. **Level 1:** My first impression of America was how large everything was.
   - **Level 2:** For example, I had never seen a freeway, with four lanes of traffic going in each direction.
   - **Level 3:** I could never have imagined so many cars, trucks, and buses moving on one road at one time.

Activity 7
1. where 3. 0, that, when  5. when   7. that, which
2. that, who 4. whose  6. 0, when, that  8. when

Activity 8
Possible answers:
2. The car **that** was speeding was involved in an accident.
3. The season **when** people often go on vacation is the summer.
4. The teacher **who** helped her students tutor immigrants in **English** won an award for her outstanding contribution to the school.
5. The movie we went to last night, **which** turned out to be a disaster, put me to sleep almost as soon as it started.
6. The rain, **which** came down continuously for twelve hours, had turned the road into a river of mud.
7. The girls at Kambanda’s school **who** wanted to kill her were threatened with expulsion.
8. At 7:30 PM, **when** we were supposed to meet at the theater, my sister wasn’t there.
9. A student in my English class **whose** grades were much better than mine showed me a very effective way to learn new vocabulary.

Activity 12
Possible answers:
B.

<table>
<thead>
<tr>
<th>Fast Pace of Life in the United States</th>
<th>Impersonal Activities of Life in the United States</th>
<th>Complexity of Activities in the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>people rushing around without talking to each other</td>
<td>using a washing machine</td>
<td>too many buttons to push</td>
</tr>
<tr>
<td>cars moving too fast</td>
<td>people rushing around without talking to each other</td>
<td>using a complicated telephone</td>
</tr>
<tr>
<td>everyone eating fast food</td>
<td>everyone eating fast food</td>
<td>too many lights</td>
</tr>
<tr>
<td></td>
<td>too many buttons to push</td>
<td>too many escalators</td>
</tr>
<tr>
<td></td>
<td>using a complicated telephone</td>
<td></td>
</tr>
</tbody>
</table>

Activity 13
1. b 3. c 5. a 7. b 9. b 11. c
2. c 4. b 6. c 8. a 10. b 12. c

Activity 14
1. **Level 2:** Until I learned that there was such a thing as call waiting. And then three-way calling. And call forwarding. And single telephone units with multiple lines.
2. **Level 1:** Then for labor saving, there was, for instance, the washing machine.
3. **Level 1:** Americans have a way of wanting to accomplish as much as possible in as little time as possible. Even something as sacred as eating.  
**Level 2:** It was amazing how many fast-food restaurants there were in Los Angeles, even in just our small neighborhood.  

4. **Level 1:** People are so busy that they don’t have much time to cook.  
**Level 2:** Using a microwave is one way to save time when cooking.  

**Possible answer:**  
**Level 3:** You can cook a meal from your freezer in a microwave in less than five minutes.

Activity 15  
**Progression of Topics in Reading 1:**  
sense of speed and >>> feeling of guilt >>> determination to complexity in the United States

**Details:**  
people rushing around  
cars moving too fast  
too many lights  
too many buttons to press  
too many escalators  

**Progression of Topics in Reading 2:**  
kindness of >>> new aspects >>> feeling of having host family of daily life two homes

**Details:**  
welcomed me warmly  
made me feel I fit right in  

**Questions:**  
**Possible answers:**  
1. She thought she was going to have to do extremely well in school so that she could go on to get a decent job. Then she would be able to contribute financially to her family’s well-being.
2. She thought about the sacrifice that not only her parents but also her siblings were making to send her to the United States. This made her feel a sense of guilt and a desire to give something in return.
3. She thinks that home may be the place where she feels acceptance, trust, laughter, comfort, and love. She feels this in Burundi and in America.

Activity 16  
A.  
**Possible answers:**  
2. **Answer:** No  
**Reason:** Light C has a greater frequency of wavelengths per second than Light B.
3. **Answer:** 3 times  
**Reason:** Light C has 3 wavelengths per second and Light A has 1 wavelength per second.
4. **Answer:** 5  
**Reason:** Light D has 6 wavelengths per second and Light A has 1 wavelength per second.
5. **Answer:** Light D  
**Reason:** Light D has the highest frequency of wavelengths.

B.  
**Possible answers:**  
2. **Supporting Detail:** Light D has a higher frequency of wavelengths per second.
3. **Supporting Detail:** Light B has 2 wavelengths per second and Light A has 1 wavelength per second.
4. **Supporting Detail:** Light D has the greatest frequency of vibration.

**Activity 19**

**Possible answer:**
If someone is calling you, the phone rings, you answer it, and you talk.

**Activity 20**
2. In America you can certainly save labor if you use a telephone with multiple lines, use a washing machine to clean your clothes, and use a dryer to dry your clothes.
3. Americans like to eat while doing other things, while driving, while being driven, and while sitting at their desks.
4. Using a telephone should be a simple process; you pick up the phone, you dial a number, and you talk to someone.
5. Americans always want to save time spent on food: time cooking, time eating, time washing dishes, and time cleaning up the kitchen.
6. English grammar is difficult to learn because it has many rules and many exceptions to these rules.
7. I’m tired of speaking English. I’m going to my room. I don’t want any people, any interruptions, or any exceptions.

**Activity 21**
2. Home might not be a place at all, it might be family, or it might be people who make me feel, or it might be people who define and receive my emotions.
3. Home is the people that provide us with their acceptance, their trust, their laughter, and their love.
4. The idea behind Relativity is that what you observe about an event depends on your own point of view as much as it depends on the event itself.
5. The Theory of Relativity cannot explain the behavior of an object that is without motion and without direction.
6. We can only tell what speed an object is moving and what direction it is going if we compare it to the speed and movement of another object.
7. Light frequency is the result of wave speed and wave length.
Chapter 8
American Values

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

Activity 4
1. Paragraph 5 Topic: Americans believe that action is better than inaction
   Paragraph 6 Topic: Americans have a strong orientation toward work
   Paragraph 7 Topic: American have a strong time orientation
   Paragraph 8 Topic: American have a strong future orientation

2. Paragraph 10 Topic: Americans will answer honestly if someone offers them food
   Paragraph 11 Topic: Americans will deal directly with who pays for a meal in a restaurant
   Paragraph 12 Topic: Americans are direct about saying “no” to an invitation
   Paragraph 13 Topic: Americans expect others to be direct as well

Activity 7
1. but, however 3. in fact 5. for example 7. moreover
2. but, conversely, however 4. then 6. conversely 8. in fact, moreover

Activity 8
1. however 2. moreover 3. in fact 4. conversely

Activity 12
Possible answers:
2. Values: Individual Freedom and Self-Reliance, Productivity
   What needs to be understood: Americans often have many things they want and need to accomplish in
   very limited amounts of time. They make tight schedules for themselves and feel the need to stick to
   these sometimes at the expense of social time with other people.

3. Values: Productivity
   What needs to be understood: Americans are often focused on doing more than paying attention to the
   feeling of the moment or getting to know people around them.

   What needs to be understood: More than in most cultures, American children are considered to be on an
   equal level with adults so there may not be so many rules for them to follow. American parents also
   allow their children more freedom and self-reliance because they consider this to be part of teaching
   their children to take care of themselves.

Activity 13
1. b 3. a 5. b 7. c 9. c
2. a 4. b 6. b 8. a 10. b
Activity 14

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>authority</td>
<td>authorize</td>
<td>authorized, authoritative</td>
<td>authoritatively</td>
</tr>
<tr>
<td>security</td>
<td>secure</td>
<td>secured</td>
<td>securely</td>
</tr>
<tr>
<td>promotion</td>
<td>promote</td>
<td>promotion</td>
<td>promotionally</td>
</tr>
<tr>
<td>compliment</td>
<td>compliment</td>
<td>complimentary</td>
<td>X</td>
</tr>
<tr>
<td>intention</td>
<td>intend</td>
<td>intentional</td>
<td>intentionally</td>
</tr>
<tr>
<td>cooperation</td>
<td>cooperate</td>
<td>cooperative</td>
<td>cooperatively</td>
</tr>
<tr>
<td>reassurance</td>
<td>reassure</td>
<td>reassuring</td>
<td>reassuringly</td>
</tr>
<tr>
<td>evidence</td>
<td>X</td>
<td>evident</td>
<td>evidently</td>
</tr>
<tr>
<td>competitiveness, competition</td>
<td>compete</td>
<td>competitive</td>
<td>competitively</td>
</tr>
<tr>
<td>distress</td>
<td>distress</td>
<td>distressing</td>
<td>distressingly</td>
</tr>
</tbody>
</table>

Activity 15

**Possible answers:**

2. If you look, you will find evidence in many areas, such as medicine, the arts, education, and sports, that free enterprise is the approach Americans prefer.
3. If you are a person from another country, you will notice that Americans don’t like to “sit around and waste time.”
4. If you are an American teacher called by your first name, you will most likely not be offended.
5. If you are from a society that promotes cooperation, you will notice that competition is often encouraged in American homes and classrooms.
6. If you are a foreign visitor, you will see that rank, status, and authority are not important to Americans.

Activity 16

**Possible answers:**

2. Individual Freedom and Self-Reliance – Competition and Free Enterprise
   *Reason*: Competition requires individual effort without the help of anyone else.
3. Productivity – Competition and Free Enterprise
   *Reason*: Americans believe that competition encourages the greatest productivity.
4. Openness and Honesty – Informality
   *Reason*: Americans directly say what they mean and do not spend time on formality.

Activity 17

**Possible answers:**

**Heading 2**: How do Americans get so much done?

**Heading 3**: What are the results of American productivity?

**Heading 4**: How does American productivity affect the rest of the world?

**Conclusion**: For all of these reasons, American productivity provides an excellent means of achieving goals.

Activity 20

1. want
2. feels
3. will wear
4. brings, strives
5. have been, are
6. fit
7. feels
8. will be
Activity 21

The behaviors of people in a particular culture only make sense if you looked at them with an understanding of their cultural values. For example, if you ask an American for directions to a particular address, it was not likely that he walks a couple of city blocks to show you the location personally. It is far more likely that he explains in great detail how you can find the place on your own. This may seem confusing and unfriendly to you if you experienced something different in your own country in the past. However, if you considering the American attitude of self-reliance, you understand that the American might be trying hard to help you remain independent. It will also be possible is teaching that his sense of future orientation is making him feel that he teaches you to find other locations in the future.