



普通高等教育“十五”国家级规划教材
TARGET: ENGLISH FOR HIGHER EDUCATION

大学目标英语

NEW DIRECTIONS
An Integrated Approach to Reading,
Writing and Critical Thinking

教师用书

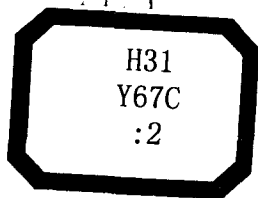
高年级英语读写

——多元文化思辨

Peter S. Gardner 编著



上海外语教育出版社
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出版说明

根据教育部《关于“十五”规划高等教育教材建设与改革的意见》(2002年)中“编写具有质量上的突破的高水平教材”和“加强国外教材的引进工作”的精神,我们规划设计了《大学目标英语》(Target: English for Higher Education)教材系列,并成功通过普通高等教育“十五”国家级规划立项。该项目从剑桥大学出版社引进四本最新出版的精品教材《高年级英语读写:学术英语初探》(Academic Encounters: Life in Society),《高年级英语读写:多元文化思辨》(New Directions: An Integrated Approach to Reading, Writing and Critical Thinking),《英语学习方法》(Study Tasks in English),《高年级英语听说》(Academic Listening Encounters: Listening, Note Taking and Discussion),分别作为思辨性读写、交际化听说和任务型学习的“教学资源”。项目组对其中两本教材进行了教案加工,其目的在于:力求实现大学英语课程与人文通识教育的有机结合,同时使教师在使用高质量教材的过程中达到“教学相长”的目的。

指导思想

本教材以《大学英语课程教学要求(试行)》(2004年)制定的教学性质和目标为指导思想,即“大学英语教学是高等教育的一个有机组成部分”,“是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容”,“以提高学生的综合文化素养”。因此,本教材综合贯彻“三育”:高等教育、外语教育、人文通识教育(或称博雅教育或素质教育);充分体现“四性”:时代性、思想性、工具性、人文性;力争实现“五结合”:语言知识与语言功能相结合,语言学习与文化学习相结合,语言能力与交际能力相结合,语言培养与素质培养相结合,语言应用能力与社会生存能力相结合。

课程目标

现代高等教育和外语教育的发展趋势是以学生为中心,以方法为导向,以创新能力、思辨能力、处理问题的能力、自我发展的能力和国际文明人为培养目标。本教材以此为课程目标,将学生培养成为会思考、会学习、会应用、会生存、会自我发展和可持续发展的人才。

课程特色

理念明晰：以人为本，以学生为中心，以方法为导向，以交际为目标；关注学习过程，强调语境应用；视语言为符号、工具、技能、媒介、行为和文化设计教学，视学生为社会人、交际人、文化人，视学习为认知、感悟、体验、反思、归纳等行为过程开展教学。

方法新颖：综合应用和多品种交替使用现代教育提倡的主题法、功能法、难题法、任务法、案例分析法、角色扮演法、过程法、合作法、互动法、归纳法、交际法、语境法、对比法、卷入法、反思法、“头脑风暴”(brainstorm)、“在干中学习”、“师生合作”等。

内容广博：涵盖了世界最新、最多样、最广泛的人文社科知识，人类共同的关注点，关乎生存质量的常识，多学科科学家的观点等。例如，取材来自1995年以来的英美大学经典讲座、新闻媒体报道或评论、精选文学作品等材料；事件涉及世界五大洲；课文作者有学者、作家、教授、社会工作者、明星、普通人等；思维空间开阔，有正论、争论、驳论、议论等；学科视角广泛，涉及社会语言学、应用语言学、教育学、心理学、交际学、语用学、民俗学、人类学、社会学、经济学、传播学、性别学、人生哲学、环境科学、信息学等领域；主题鲜明，分类相对集中，主要涵盖跨文化交际，涉及文化定义、文化差异、文化成见、文化冲突、文化沟通、文化交融、中西文化差异等；人生教育，涉及与现代社会生存相关的人际交往、团队合作、教育性质与意义、工作种类与意义、人生价值与意义、传媒功能与意义、社会变迁特征与适应、信息技术对人类生存方式的影响、犯罪问题、性别问题、环境问题、行为问题、人口问题等话题。这样的课程内容把英语学习与培养积极的、批判的、深层的思考能力和思维方式有机地结合起来，使学生既了解现代社会特征，又了解中西文化的不同与差异，为他们日后进行国际交流打下扎实的基础。学生学到的不仅有英语语言和英语文化，更有超越延伸的比较文化、国际文化、人生文化、社会文化。学生不仅知识面扩大了，而且灵魂得到升华，整体素质得到了提高。

体系独特：引进版原封不动，原汁原味。与传统教材体系的区别在于：改介绍语法知识为介绍修辞知识，变语言知识的系统性为人文知识的通识性，改语言形式练习为语言功能应用型任务。本土加工版与原版相匹配，为教师提供深化和细化了的教案，对学习行为、交际行为、社会行为和思考能力、交流思想能力、表述思想能力进行系列设计。具体包括：明确单元学习目标，分为语言能力目标、学习能力目标、生存能力目标。前两项属于工具性目标，后一项属于素质目标。提供热身或导入活动，结合课文主题，联系学生实际，刺激建立“信息沟”或“观点差”，引发学习动机。补充背景知识，包括历史人物、事件、专有词等。对课文逐段提问，引发批判性思考、反思性思考，帮助深层理解，建立读者与作者的思想交流或交锋。设计多种语言活动，例如语境造句、问题讨论、专题辩论、采访、调查、报告等。列出生词和符合上下文的词义；设计与主题相关的词汇档案；引导词汇应用；组织归纳要点；布置课堂内外任务；提供相关网址以便进一步扩充学习等。本土版教案与传统教师用书的区别在于，教案不限于提供练习答案，不拘于词语注释例句，对课文的学习从重分析语言形式

转为重分析语篇意义,检测学生接收事实信息的准确性,也启发学生从多角度理解作者观点、立场和意图,将学生的注意力从理解语言表层信息转为领会深层信息;同时注重语言的正确用法,更注重语言的语境应用。引进的四本教材有主有副,有听说,有读写,有知识,有技能,还有策略、人文性和工具性,可供课内课外使用。

教学对象

高等学校非英语专业学生。

水平定位

起点在普通高中七—八年级英语水平,相当于英语国家 ELT 惯常所指的 intermediate level;终点达到大学英语更高要求,相当于欧洲语言测试联合委员会 (ALTE: Association of Language Testers in Europe) 制定的英语五级标准中的四级 (ALTE/Cambridge Level 4: Certificate in Advanced English)。

教学计划

本教材不按传统的语言知识体系编排,因此完全可以不按单元次序教学。随着学生自主学习意识的加强和能力的提高以及任务教学法的实施,教材内容不必全部在课堂内完成。四本引进教材中,《高年级英语读写:学术英语初探》和《高年级英语读写:多元文化思辨》两本做主干教材,侧重阅读、讨论、思考和写作,为人文性教材;《高年级英语听说》和《英语学习方法》两本做辅助教材,侧重听力、笔记和学习策略,属于操作性教材。《高年级英语读写:多元文化思辨》课文较长,难度较大,语言水平比《高年级英语读写:学术英语初探》高一层次。两本主干教材所提供的教学量均够一学年使用。

编写队伍

本系列教材中,《高年级英语读写:学术英语初探》教师用书补充教案由夏纪梅主编,冯芃芃和邓志辉参编;《高年级英语读写:多元文化思辨》教师用书补充教案由夏纪梅主编,何玉梅和辛枝参编。全稿编写过程中曾由美国外语教学专家 Eddie McGee 和 Herbert Pearson 审阅。

本系列教材的立项得到教育部高教司的关心和重视,在策划、引进、编写和出版的全过程中得到上海外语教育出版社和剑桥大学出版社的支持,在此一并致谢。

夏纪梅

2005 年 7 月

ORGANIZATION OF THE INSTRUCTOR'S MANUAL

This Instructor's Manual for *New Directions: An Integrated Approach to Reading, Writing, and Critical Thinking* includes the following sections: (1) "**Overview and Organization of the Text**," a brief discussion of the book's aims and structure; (2) "**Course Suggestions**," ideas about how to use the text, including a sample syllabus; (3) "**Pedagogy**," a review of the book's pedagogical apparatus; and (4) "**Chapter Comments and Suggestions**." This fourth section, which comprises most of the manual, includes a discussion of each chapter topic and reading skill; a summary of the content of each reading and typical student responses to selections; comments on the activities for each reading and sample answers to most questions; and a list of recommended readings and films related to the topic in each chapter.

OVERVIEW AND ORGANIZATION OF THE TEXT

New Directions is a thematically organized reading/writing text for advanced ESL/EFL students to be used in intensive and nonintensive settings. Although the book focuses on preparing nonnative English speakers to meet the demands of reading and writing assignments in college and university content classes, it can also be used by native English speakers in high school and college classes. I have personally used the materials over a number of years in many settings; intensive preuniversity ESL and EFL classes; college ESL writing classes; college writing classes for native speakers of English ("Developmental English" and "English 101"); and cross-cultural communication classes for native and nonnative English speakers. Although the ideal setting for this text is multicultural (many of the activities stress the sharing of experiences by people of different national, ethnic, and linguistic backgrounds), the book can also be used successfully in monocultural settings in this country and abroad.

Stressing an interactive, integrated-skills approach, *New Directions* focuses on the higher-order thinking skills necessary for academic success in university classes: inference, interpretation, evaluation, synthesis, and application. The book attempts to simulate the academic nature of "real" university classes by providing a number of long, sophisticated readings and challenging reading and writing activities. I personally find that most advanced ESL readers do not have enough long, thematically and structurally complex selections to sufficiently prepare students for the large amount of reading they will be doing in university courses. I have, therefore, included many long readings in *New Directions* engaging different rhetorical techniques, and focused on the critical

reading strategies that will help students comprehend and evaluate texts.

New Directions consists of five chapters, each centering on a particular theme and reading strategy. (In the first four chapters, these reading strategies, or skills, might better be called “reading/writing strategies” since they are approached both from the point of view of reading comprehension and writing technique.) Throughout the book, I have made a special effort to help students improve their comprehension of *nonliteral* (inferential) meaning — something that is very difficult in a foreign language but essential to a full understanding of a writer’s message and purpose.

The chapters are based on the following topics and reading strategies:

<u>Chapter</u>	<u>Topic</u>	<u>Strategy</u>
One	Cross-cultural communication	Identifying main ideas and supporting details
Two	Stereotyping and discrimination	Identifying a writer’s purpose and tone
Three	Gender roles	Summarizing and paraphrasing
Four	Work	Appreciating figurative language
Five	Education	Guessing the meaning of unknown words from context

COURSE SUGGESTIONS

In *New Directions* there are more readings and exercises than any teacher would use in a single semester. This is not the type of book that one tries to “get through” in a semester. I have intentionally provided a variety of materials and expect teachers to select the ones that are most interesting to them and their students and to add other readings and assignments. How one designs the course depends on the level of the students, the time available, and one’s particular approach to teaching reading and writing.

Since the chapters in *New Directions* are not sequenced in any particular way, they can be read in *any* order. I usually start with the first chapter, which focuses on cross-cultural communication, since it provides students with a cultural orientation to life in the United States. (The chapter explores such issues as cross-cultural similarities and differences in values, beliefs, expectations, and practices; cross-cultural misunderstandings and misinterpretations; and culture shock.) One of my colleagues, however, who has used the materials, prefers to start with Chapter 5 (“Education”) since it exposes students right off to cross-cultural differences in educational expectations and practices and also focuses on figuring out the meaning of unfamiliar words and expressions from their *context* — an essential skill for college students required to do a large amount of complex

reading. Although one might select the chapters based on the reading strategy emphasized in each, I would recommend choosing the chapters according to the themes that most interest the instructor and students (I often poll the students and have them decide on which topics they'd like to explore).

I have used the materials in *New Directions* over a number of years in my ESL reading/writing classes at Berklee College of Music. Our semester is fifteen weeks long, and there are three one-hour class meetings per week. (I have also used the materials in an intensive ESL summer program meeting for four hours a day over a six-, nine-, and twelve-week period.) I usually select four of the chapters in *New Directions* and spend around three and a half weeks on each chapter. I have at times covered all five chapters but find this rushed. During the fifteen-week semester, students read most of the selections in each chapter, write four essays (one related to each chapter theme), and revise three of them.

Following is a sample syllabus for one chapter, assuming three one-hour meetings per week and two hours of homework per class. (The homework assignments are due on the days indicated.) The syllabus can be modified to suit the needs of one's own classes.

WEEK 1

Class 1: Prereading Activities

Class 2:

Homework: Reading # 1; entry in reading journal; one or two questions of own choice from "Meaning and Technique" and one or two from "Drawing Inferences"

In Class: Discuss reading # 1 (small groups: read journal entries and/or compare answers to questions; whole class: questions/answers and discussion)

Class 3:

Homework: Reading # 1; vocabulary exercises

In Class: Go over vocabulary exercises; "Discussion and Debate" or short "Writing Activity"

WEEK 2 (Start working on first draft of essay # 1)

Class 1:

Homework: Reading # 2; journal entry; one or two questions from "Meaning and Technique" and one or two from "Drawing Inferences"

In Class: Discuss reading # 2 and answers to questions

Class 2:

Homework: Reading #2: vocabulary exercises

In Class: Go over vocabulary exercises; "Discussion and Debate" or short "Writing Activity"

Class 3:

Homework: Reading #3; journal entry; one or two questions from "Meaning and Technique" and one or two from "Drawing Inferences"

In Class: Discuss reading #3 and answers to questions

WEEK 3 (Work on first draft of essay #1)

Class 1:

Homework: Reading #3: vocabulary exercises

In Class: Go over vocabulary exercises; "Discussion and Debate" or short "Writing Activity"

Class 2:

In Class: Additional reading #1: journal entry and/or discussion of reading in small groups

Class 3:

In Class: Additional reading #2 and/or #3: journal entry and/or discussion of reading(s) in small groups (or group work on essay #1)

WEEK 4

Class 1:

In Class: "Making Connections" in small groups (or group work on essay #1)

Class 2:

Essay #1 due: peer review. (Students spend a week revising the essay. I usually start a new chapter while students are working on the revision.)

Class 3:

Prereading activities for next chapter

PEDAGOGY

As the preface to the book explains, each chapter has three core readings of various length (with a balance of expository, narrative, descriptive, and argumentative writing) and three additional short selections. The pedagogical apparatus for the first two

readings in each chapter includes the following sections: "Prereading Activities," "Reading Journal," "Meaning and Technique," "Drawing Inferences," "Vocabulary," "Discussion and Debate," and "Writing Activities." The third core reading in each chapter has only prereading activities, a reading journal entry, and a vocabulary exercise, and the additional readings have no activities. The section "Making Connections" appears at the end of each chapter.

Since the preface to the book describes the activities in each of the sections mentioned above, I won't repeat the discussion here. I would, however, like to make a few additional comments on the activities in several of the sections.

Prereading Activities

The prereading activities always include a reading journal entry and a list of statements with which students agree and disagree. I usually have students write their prereading journal entries in class (unlike the postreading journal entries) and then read them in pairs or small groups. Generally, I ask students to do the agree/disagree exercise by themselves and then to discuss their responses in a small group. I usually follow this with a whole-class review of responses, in which I read the statements aloud and ask how many students strongly agree, agree, are undecided, and so on. Of course, students often agree and disagree with statements at the same time.

Reading Journal

The reading journal entry after the three core selections of each chapter consists of three possibilities: two focused on particular themes in the text and one on a topic of the student's own choice. I usually have students write two or three entries per week (outside of class) and ask that they spend around 15 minutes on each entry. I continually encourage students to disagree with the authors, to share personal experiences and observations, and to develop the journal material (ideas, details, experiences, associations) in their essays. In general, I don't collect the journal entries but have students read them to each other in pairs or small groups. When I do collect the entries, I don't correct or grade them since I want students to feel free to experiment with English—to explore ideas and find different ways of expressing themselves without worrying excessively about grammar, spelling, punctuation, and organization. Rather than correcting the entries, I make brief comments on their content, asking students to clarify a point, provide more supporting detail, consider an opposing point of view, and so on.

Following are different types of entries that students might consider for the third topic of their own choice.

- (1) Discuss your reaction to the author's ideas. (Feel free to consider impressions, feelings, likes and dislikes, points of agreement and disagreement, and so on.)
- (2) Relate the reading to other selections in the chapter, to something else you have read or heard, to classroom discussions, or to personal experience.
- (3) Analyze a particular aspect of the reading: the content, purpose, theme, organization, tone, style, and so on.
- (4) Raise one or two questions and attempt to answer them.
- (5) Write a short, creative piece that relates to issues discussed in the reading: a story, poem, character sketch, cartoon, and so on.

Additional Readings

The additional readings for most chapters consist of a short article (in some cases an essay or a story), a poem, and a cartoon. I usually have students read the selections in class without a dictionary and then discuss them in a small group (often after writing a journal entry). Sometimes students will focus on the reading strategy learned in the chapter—for example, looking for supporting detail in a passage or analyzing its tone—and other times on the main theme of the chapter. Since there are no questions for the extra selections (except for the cartoons), I sometimes have students work by themselves and in groups to come up with questions of their own.

Appendices

The appendices of the book deal with the writing process, outlining, summarizing, paraphrasing, using transitional words and phrases, guessing the meaning of unknown words and expressions from their context, and evaluating a piece of writing. Instructors can either focus on an appendix when it is referred to in the text or discuss it separately in class at any point. I often ask students to read a particular appendix for homework and then have them work on related exercises in class.

Glossary

All of the rhetorical, grammatical, and literary terms used in the book are explained in the glossary (often with examples). Students should be encouraged to refer to the glossary whenever they come upon an unfamiliar term in the text.

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CHAPTER 1

CROSS-CULTURAL COMMUNICATION

The thematic focus of this chapter is cross-cultural similarities and differences in values, beliefs, and practices and the problems these variations create when people from different cultures interact. The reading skill in the chapter involves identifying main ideas and supporting details. In addition to working with students on this skill within the context of chapter readings, I concentrate on students' own writing: on the need to express their main points clearly, to back them up with specific detail (examples, facts, statistics, reasons, anecdotes, definitions, quotations, and so on), and to balance generalizations and concrete evidence.

If instructors wish students to read additional selections relating to the topic of cross-cultural communication, they may assign any of the readings in Chapters 2 or 3, "Señor Payroll" (Chapter 4), or "They Get by with a Lot of Help from Their Kyoiku Mamas" (Chapter 5).

"American Values and Assumptions" by Gary Althen

In this chapter excerpt, Althen focuses on seven prominent values and assumptions shared by the majority of Americans (among others, individualism, equality, progress, action, and directness). He contrasts these cultural patterns with those of other countries and describes the types of problems that can occur when people from different cultures, with different beliefs and value systems, interact. Students usually find this excerpt an engaging cultural orientation to life in the United States.

To help students get used to the large amount of reading they will be doing in college classes, I usually assign the whole selection (the longest in the book) for homework and

ask students to do activity # 1 of "Meaning and Technique." Naturally, I stress the importance of using a dictionary as little as possible and reading for the general meaning.

Prereading Activities

3. I often return to this activity after students have read the selection and have them discuss the values and assumptions reflected in each of the ten statements.

Meaning and Technique

1. Cultural variations exist in values and assumptions, and this can cause problems when people from different parts of the world interact. (See the negative value judgments made by Americans about people of other cultures and vice versa in paragraphs 9, 13, 36, 40, and 47. These evaluations might easily result in cross-cultural misunderstandings. Also see paragraphs 20, 23, 29, and 37, which describe difficulties people from different cultures have in understanding each other, and the negative feelings caused by these differences.)
2. "The most important thing to understand about Americans is probably their devotion to 'individualism'" (par. 5). This fundamental value can be seen in many aspects of American life: in the way parents treat their children (paragraphs 6 - 8 and 21), in the idealization of individual freedom (12 - 13), in the concept of heroism (15 - 16), in the relationship between parents and children (17 - 18), and in common idiomatic expressions (19).
3. a. **Topic sentence in par. 9:** "Americans are trained to conceive of themselves as separate individuals, and they assume everyone else in the world is too" (first sentence in the paragraph).
b. **Topic sentence in par. 18:** "Paying for room and board is a way of showing independence, self-reliance, and responsibility for oneself" (last sentence in the paragraph).
c. **Topic sentence in par. 21:** "Having one's own bedroom, even as an infant, inculcates in a person the notion that she is entitled to a place of her own where she can be by herself and—notice—keep her possessions" (second sentence in the paragraph).
d. **Implied topic sentence in par. 31:** Americans from all stations in life tend to dress informally in public, which reflects the value they place on egalitarianism.
e. **Topic sentence in par. 37:** "Americans are generally impatient with people they see

as passively accepting conditions that are less than desirable" (first sentence in the paragraph).

f. **Topic sentence in par. 44:** "While the so-called 'Protestant work ethic' may have lost some of its hold on Americans, there is still a strong belief that the ideal person is a 'hard worker'" (second to last sentence).

4. a. American parents treat their children as individuals who have their own opinions and can make their own decisions.
- b. Americans value privacy in all aspects of life.
- c. Americans express differences in social position in subtle ways.
- d. Americans feel that nature should be controlled and used in the service of human beings.
- e. The value placed on action is fundamental to life in the United States.

Drawing Inferences

1. The following values are closely associated with each other: individualism and privacy (par. 20), individualism and equality (24 and 28), individualism and directness (57), equality and informality (29 and 32), future and time (38 and 41), and time and action (46).
2. Social institutions that foster similarities among people in a particular culture include the mass media, church, family, schools, and political system.
3. Althen is quite objective in his writing, and it is difficult to get a sense of how he feels about the issues he raises (see, for example, paragraphs 1 - 3, 24, and 26). The only place where Althen seems to be making a value judgment himself is in par. 57, where he implies that indirection (at least in the case of Americans saying no) is a "limitation" and form of dishonesty.

Vocabulary: Negative Prefixes

1. a. abnormal, b. unquestioned, c. inexperienced, d. immature, e. indecisive, f. disrespectful, g. impatient, h. non-European, i. inhuman (the variation "unhuman" appears in the text), j. inadequately, k. unemotional, l. indirectly.
2. a. asocial, antisocial, unsocial, b. indistinctive, nondistinctive, c. untraditional, nontraditional, d. nonbiological, e. disassociated, unassociated, f. unsubtle, nonsubtle, g. unappealing, h. irreverence, i. inconsiderate, j. atypical, untypical, k. improper, l. unassertive, m. disinclined, n. illogical.