

Election [Mini] Update

I am thinking you are probably very tired of the US presidential election, so I am giving you some other things to think about in this newsletter issue - houses, cookies, mothers, emotions.

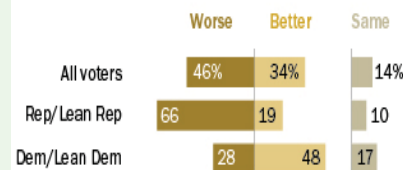
But in case you can't look away, on this page are a few more election thoughts: an interesting graphic on how US voters see changes in life for people like them (note the very different

responses by followers of the five remaining candidates). And a visual summary of voters' views on important issues, organized by which candidate they support. The biggest disagreement is between Clinton and Cruz supporters on the issue of government responsibility to provide health care (71 points difference). Other large disagreements exist between Sanders and Trump on immigration and Muslims, and between Sanders and Cruz on abortion (all 55-point differences).

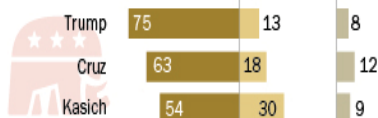
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GOP voters say life in U.S. has gotten worse for people like them

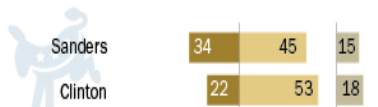
Compared with 50 years ago, life for people like you in America is ...



Among Rep/Lean Rep who support ...



Among Dem/Lean Dem who support ...

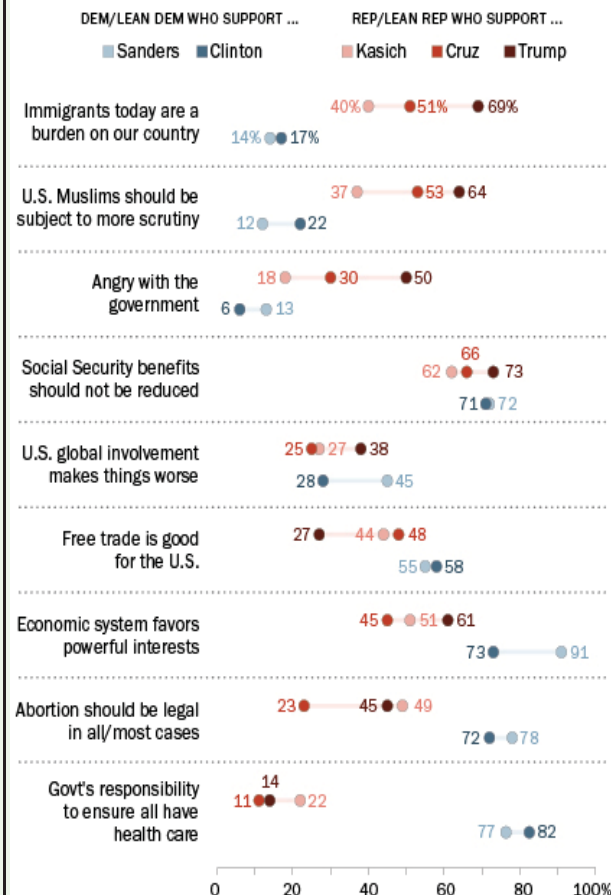


Source: Survey conducted March 17-27, 2016. Don't know responses not shown. Based on registered voters.

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If you have just arrived in the US, here is a quick way to catch up on the election: www.cfr.org/elections/us-presidential-nominating-process/p37522

How the voters view major 2016 issues



Source: Survey conducted March 17-27, 2016. Based on registered voters.

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May 1: The Un-Holiday

In other places and in other times, May 1 is or was an important holiday. In Northern Europe, from Roman times through the Middle Ages, May Day (May 1) was a popular spring festival. People brought flowers into their homes. They built fires in honor of fertility goddesses and danced around a Maypole.

The Protestant English settlers who moved to North America in the 1600s did not allow this kind of dancing or goddess worship. They made May Day celebrations illegal and the tradition never grew very popular in the US.

The US also does not share May 1 as a celebration of organized labor, as is done in much of the world. European socialists chose May 1 to be an international Labor Day because of a labor strike on May 1, 1886, in Chicago. This strike led to the Haymarket Riot, during which 11 people were killed and over 100 were hurt. It was an important event in the history of the labor movement. But in the years that followed, the socialist and communist movements became more popular outside the US than inside it.

In fact, if you are from a country that has had a strong Communist party influence, the strength of American anti-Communist attitudes may surprise you. In one survey of Americans' opinions, more than half said Communism was the "worst kind of government." Today, for most people in the US, May 1 is an "un-holiday."

Memorial Day

The last Monday of May (this year, May 30) is Memorial Day. This holiday began in the 1860s, to mark the end of the US Civil War (between the northern and southern states).

Even before the war ended, groups of women in the South visited the graves of soldiers who had died during the war.

They put flowers on the graves of both Southern and Northern soldiers. News of this peace-loving act traveled quickly. Decorating the graves of soldiers (with flags and flowers) is now an important part of Memorial Day. Soldiers from all wars are honored in this way.



Many towns have parades in which schools and community organizations march together. The point of the parades is to remember those who died in a war. The parades are often friendly, musical, and fun, but have a serious undertone of appreciation for veterans.

The holiday has come to have a broader meaning in recent years, too. People often visit the graves of their family members, even if they were not soldiers who died in a war. As

the holiday comes in early summer, they may plant flowers and pull weeds. Many have silent conversations with the family member who has died.

Even more broadly, Memorial Day marks the beginning of summer in some unofficial ways.

My mother always taught me not to wear white shoes or clothes till after Memorial Day, because "white is a summer color."

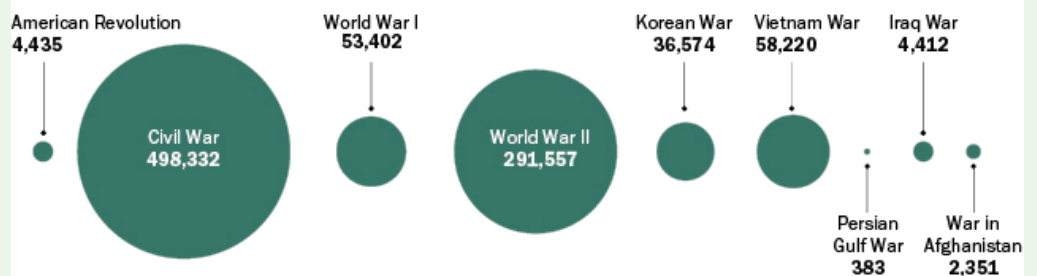
In the North, public outdoor swimming pools traditionally open on Memorial Day, and close on Labor Day (the first Monday in September). Parks and museums may

begin longer summer opening hours on this day. Although public schools may not end for a few more weeks, Memorial Day feels like the beginning of summer.

Memorial Day is a federal holiday and a legal holiday in most states. US government agencies (like the post office) and state agencies (like schools) will be closed. Businesses may or may not close. Gift-giving, special meals and card-sending are not part of this holiday.

Military Deaths in America's Major Wars

Number of American soldiers who died while fighting in major conflicts...



Note: Figures do not include deaths outside theaters of conflict. Civil War deaths are based on incomplete returns due to estimates of Confederate deaths. Figures as of May 2015.

Source: Congressional Research Service, U.S. Department of Veterans Affairs; U.S. Department of Defense.

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Mother's Day

Mother's Day is a day for children of all ages to honor their mothers. Of course, a special day to honor mothers is not an American invention. The ancient Greeks and Romans had spring festivals to honor goddesses. And in the Middle Ages, Christians held ceremonies each year to honor Mary, the mother of Jesus. By the 1600s, the English had Mothering Sunday on the fourth Sunday of Lent (before Easter).

Mother's Day in the US is the second Sunday of May (May 8 this year) — but do not assume there is an ancient root to this date. The holiday became popular in the US in 1907 through the work of a woman whose mother had worked for peace during the Civil War. The mother died on the second Sunday of May so we still use that date today.

US telephone companies and flower and card shops will have one of their busiest days of

the year on Mother's Day. Young children may bring breakfast to their mothers in bed, along with a hand-made card or gift.

Adults may visit their mothers, with flowers and



words of appreciation, or to take them to lunch in a restaurant. If the mothers are too far away, they may call, send a card, or have flowers delivered. In recent years, sales of perfume, lingerie, and jewelry have also increased in the days before Mother's Day. Some people wear a red *carnation* (flower) to honor a mother who is living, or a white carnation for one who has died. Mother's Day is

not a legal or business holiday.

Mother Metaphors

A culture's values are hidden in the colorful corners of its language. What does the English language say about mothers?

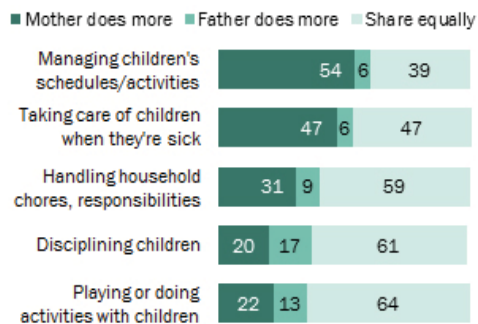
- ♦ We say, *Necessity is the mother of invention*. (It is when we really need something that we are most creative.) Here, mothers are makers of new, separate life.
- ♦ A related focus is on mothers as the first and most basic source, as in *Mother Earth*, *mother tongue* (first language), and *mother lode* (rich and important source).
- ♦ In modern technology, mothers are parents to whom we stay connected: a *mother ship* (a base ship for smaller ships) and a *motherboard* (that holds the main parts of a computer).

But we also hear that we must not stay too close to mothers:

- ♦ To say someone is *tied to his mother's apron strings*, or is a *Mama's boy* is an insult. It means that he is too close to his mother, and should grow up and be independent.
- ♦ A *mother hen* takes care of others but with too much attention. The language is telling us to separate from our mothers and their influence.
- ♦ A *motherhood and apple pie* issue is one that is sure to be popular because it is not controversial. How ironic that some of our most controversial social issues today are about motherhood.

Division of Labor in Households with Two Full-Time Working Parents

% of parents in households where both parents are employed full time saying ...

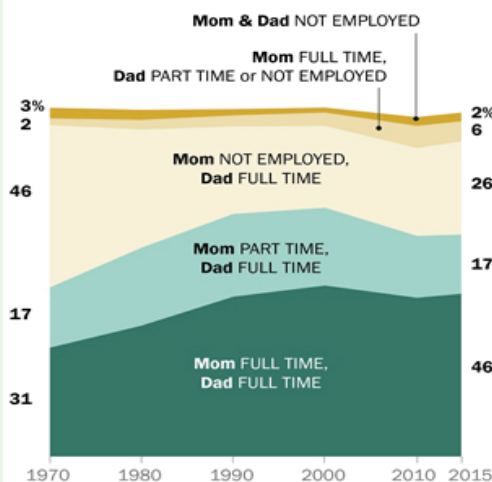


Note: Based on respondents who work full time and are married to or living with a partner who works full time and is the parent of at least one of the respondent's children (n=531). Voluntary responses of "Other" and "Don't know/Refused" not shown.

Source: Pew Research Center survey of parents with children under 18, Sept. 15-Oct. 13, 2015

In Nearly Half of Two-Parent Households, Both Mom and Dad Work Full-Time

% of couples, by work arrangement



Note: Based on employment status in the prior year among male/female married couples with at least one child younger than 18 in the household. Both married and cohabiting couples included since 2010. Data regarding cohabiting couples unavailable for earlier years. Other work arrangements not shown; same-sex couples are excluded.

Source: Pew Research Center analysis of March Current Population Surveys Integrated Public Use Microdata Series (IPUMS-CPS), 1970-2015

What are American Houses Made of?

Most US homes have wooden frames, even houses that look like brick or stone. Usually, especially in houses built in the 20th century, the brick or stone is added in a single layer onto the outside of the wooden frame. The sides of houses are often covered with:

- wood (thin strips of oak, cedar, or pine),
- bricks (clay of different colors, shaped into rectangular pieces and fired to make it strong),
- shingles (originally thin slices of wood — often oak or cedar; today, also metal or asbestos),
- stone (originally, rough-cut and held together with clay and straw; later cut into even shapes),
- stucco (coarse plaster or cement, applied wet, to cover a building)
- other siding (strips made of aluminum, plastic, or steel)

Roofs are often made of:

- composition sheets (cloth or paper, covered with layers of a petroleum product like tar, and with tiny stones on top; these sheets are easy to use, inexpensive, and help prevent fires; they are the most common roof material in the US)
- shingles (as on the sides of houses, these are usually wood, metal, or asbestos)
- slate (a kind of stone that is easy to split into thin pieces, layered like shingles)
- tiles (originally, shaped pieces of baked clay; today, metal and composition may be shaped and colored to look like clay tiles)
- metal (sheets of lead, copper, steel or aluminum.)

US Houses

European settlers brought their housebuilding ideas to the New World. Differences in weather and building materials, however, changed the way they built houses here. For example:

- Early settlers arrived from Europe with many skills at building houses with brick and stone. But they found so many trees here that they soon started to use wood on the sides and



roofs of houses instead. The first Europeans built

simple “folk” houses, usually in the shape of a rectangle. They used local materials (wood or clay brick) and added a few details just to make the house pretty.

- Summers were hotter and rainier here than in Europe. So it became common — through the 19th century — to add a porch to a house. Now people could sit outside and stay dry and cool in the summer. Often a porch, with space for many people, wrapped across the front and sides of a house. Houses were set close to the street, with only a small garden in the front. Families and neighbors would sit and talk every evening on these porches, waving to and chatting with people who walked by. Porches were an important part of community living. With the invention of air conditioning, porches became less necessary as a way to stay cool. Now, it is more common for families to add a porch to the back of the house, to be more private.

The social meaning of this change



has been important.

- European settlers brought several housebuilding skills with them. One technique (called half-timbering) was to fill the spaces between the wooden frame posts with clay, set over short sticks. The posts were not covered by the clay — they could be seen from the outside. In the long, cold New England winters, however, the filling between the posts cracked and leaked. They found it was better to cover



the frame completely. Today, we still see houses in this style (sometimes called Tudor). But the style is usually decorative only — the wood and stucco are added on top of a separate wood frame.

- US architecture began to reflect European designs and ideas, including an interest in building designs from Greece



and Rome 2000 years ago. Like buildings from that time, American houses in this tradition usually have tall (one- or two-story) pillars around the front door. They are usually symmetrical, and have a low pitched roof, like the Classical buildings of Greece and Rome. This style is called “Colonial” because it was popular before the American Revolution in 1776, when this country was made up of

(continued on page 5)

(continued from page 4)

European colonies. You may also see houses called “Colonial Revival,” copies of the earlier Colonial style, built between 1880 and 1955.

♦ Still other American houses reflect ideas from European buildings during the Middle Ages (6th-15th centuries AD). These houses are usually not symmetrical.



They have a steep roof, and round or pointed arches. You can trace their European roots by looking at the names of these styles: Tudor, Queen Anne, Gothic, or Victorian.

♦ Especially in the southern and western parts of the US, you will see a blend of Native American Indian and Spanish ideas in US homes. There is often a red tiled roof. The houses may be made of *adobe* (unfired clay brick), and are usually asymmetrical.



House styles were not only influenced by the weather and building materials found in the New World. New technologies also changed the way houses were built, and the way they looked:

♦ US houses were commonly heated with wood-burning fireplaces until the 1830s. Then, for about 50 years, heating stoves became popular. These stoves were easier to build into a house than huge fireplaces,

so rooms and houses could be bigger. Then, in the 1880s in the northern US, central furnaces that burned wood or coal became common. Central heating made bigger homes even easier to have. Many houses built after the invention of central heating still have fireplaces, but only for decorative reasons.

♦ Until the 1830s, outside corners of wooden, brick, and stone houses were technically very difficult to make. For this reason, rectangle-shaped houses, with only four corners, were most common. Then in the 1830s, a new way of making wood frames was invented. Machines could now easily make evenly-sawed lumber (wood). And metal nails were now inexpensive and easy to get. With the new method, called balloon-frame construction, the house frame was made of two-inch boards, joined only by nails. Corner posts were made of several boards nailed together. Now, outside corners were quite easy to make. Builders started making houses with more outside corners, and more complex shapes.

♦ When cars were first invented, people kept them, as they had their horses, in a building that was not attached to the house. Especially in the snowy north, people liked the idea of keeping their cars inside. In the 1920s, it became popular to attach a garage to a house. Cars in the US got bigger (peaking in the 1950s). And US life styles often required more than one car. As a result, the percentage of house space given to cars increased greatly.

♦ Before the late 19th century, Americans built simple houses from nearby building materials. Only towns near water could get materials from far away. But with railroads came the spread of far-away materials. Previously-regional architectural styles — wooden houses in the desert, or stone ones on the plains — became common.

Birthday Biography: Ralph Waldo Emerson

Ralph Waldo Emerson was born on May 25, 1803, in Boston, Massachusetts. He became a leader of the American Renaissance, a poet and essayist who helped define the value and belief systems of the new United States. To understand the man and the importance of his work, you must understand a bit of the context in which he lived.

Emerson was born just 20 years after the US was established. He grew up in an age when many were trying to define a new, distinct American culture: literature, architecture, music, and art. Emerson and his peers were influenced by European writers, especially those who celebrated individuality. One of Emerson’s most famous essays, *Self-Reliance*, urges people to trust their own judgment above all else.

But he also reacted against some European thought, especially the Enlightenment’s emphasis on scientific rationalism and Calvinism’s strict Protestant teachings. Hindu and Buddhist writings were available in the West for the first time; Emerson read and was moved by them. He wrote about intuition, spirituality, and trusting one’s senses.

This intellectual movement, of which Emerson was a leader, was called *transcendentalism*. Central beliefs included a high value on individualism, romanticism, virtue, optimism, intuition, and spirituality. He helped defined the American spirit in his own era and beyond.

Happy Birthday, Mr. Emerson.

Translating Emotions

People all over the world probably feel similar emotions. But cultures put these emotions into very different kinds of “word packages,” which reflect a lot about their values. One language will have a single word to describe a complex feeling that another language needs a sentence or a whole paragraph to explain. Hearing the sentence or the paragraph, members of each culture will recognize the feeling — “Oh yes, I know about that.” Some examples:

- A German tries to translate *gemütlich* and finds he must use a string of words — cozy, comfortable, warm, pleasant — to express the same meaning in English. English speakers know this feeling, but we need four words to capture the full meaning.

- In Japanese, the word *sumi-masen* means some combination of I’m sorry, excuse me, and thank you. This is the word you would say to the nurse at your doctor’s office after you asked her to go to the back room to see if you left your umbrella there. It expresses a combination of appreciation and regret at her inconvenience. English-speakers surely know this complex emotion, but, again, we do not have a single word that expresses it.

- Edith Wharton, an American novelist, wrote that to understand the French, one must understand *la gloire, l’amour, le plaisir, and la volupté*, but not simply as English

[\(continued on page 7\)](#)

Life in a New Language

“Hello,” I said on the telephone. “Is Ulrika there?” “No,” said her Swedish husband. “She works.”

I know she works, I thought in a flash. *She works hard! I’ve been to her office. We’ve talked about our work together. Don’t you remember me?? So anyway, is she there?*

It took me a moment to realize that her husband probably meant to say, “She is working.” (Right now, she is at her job, working.) So then I could say: “Oh, OK. I’ll call later. Thanks!”

Language is so fragile. It is so easy to be misunderstood. And it is so frustrating not to be able to tell your interesting, complex thoughts to others. In *Lost in Translation: A Life in a New Language*, Eva Hoffman tells the painful story of how she learned to live — in fact, to exist — in English. It is one of my favorite books about the process of moving to a new country.

Hoffman immigrated to Canada from Poland in 1959. She was 13 years old. Her parents were full of hope that they would find a good and safe life in Vancouver. Much of the story is about the cultural shock of her parents, her sister, and herself. But I found the parts about her language shock the most moving.

First, I will tell you how her book ends: Eva won a scholarship to a university in Texas. She earned a Ph.D. in English from Harvard. She has written several books in English and was editor of the New York Times Book Review. She has won several awards in the US for journalism and literature. In other words, she certainly mastered the English language. But it was not an easy road.

Her first shock came when she and her sister started school. Their teacher decided their names were too hard to pronounce. She gave them new English first names. Eva writes that she felt these names were like “identification

tags...pointing to objects that happen to be my sister and myself.”

Words were no longer connected to inner meaning. To her, the word for ‘river’ in Polish had a rich, warm meaning, because it reminded her of all the rivers she had known as a child. ‘River’ in English was just a word with no such meaning. In losing the deep connections behind words, her world became colorless and cold.

With time, her Polish words also lost their ability to describe the people and feelings of her new world. What was called “kindness” in Poland was different from what was called “kindness” in Vancouver. So, for a while, she lost all her inner language. Now her world also felt empty and confusing.

Of course, she began to learn this new language. But she saw that her new Canadian personality was not her true self. She had to form complete sentences in her head before she spoke. So, she thought, she sounded heavy and dull. Or else she spoke very slowly so her friends could understand her. Then she thought she sounded awkward. Her sentences sounded so serious, never light. She could not make jokes so she appeared *prim* [formal and not very fun].

She tried to read English poetry and to feel, again, the kind of passion she felt in Polish. But translating each word took so much time and so much concentration. “The lines come out straight and square, though I *intuit* [feel] a beauty that’s only an *inflection* [change in tone of voice] away.” At times, this frustration turned into dark *rage* [deep anger].

Then, at her university, her distance from language started to help her. Her English professors asked the students to find repeated symbolic patterns. To do this, it was not important to be familiar with the culture of the writer. In fact, being familiar with the culture seemed

[\(continued on page 7\)](#)

Lessons from a Chocolate Chip Cookie

(continued from page 4)

Recently I was asked to teach a group of international newcomers how to cook “something American.” I chose “the chocolate chip cookie,” one of the US’s great contributions to civilization. The recipe is simple - just use the one on the bag of Nestlé Toll House Semi-Sweet Morsels. (It is the original 1930 recipe - a woman ran a restaurant near a highway that charged a fee — a toll — for use. So chocolate chip cookies are also called “toll house cookies.”)

As I mixed, measured, and baked, I found lots to say about cooking in an American kitchen, with lessons that go beyond the cookie itself:

- ♦ **Brown sugar:** Keep brown sugar wrapped tightly or it will get very hard and dry. If this has already happened, put the brown sugar in a plastic bag with a fresh piece of bread or an apple core. Close the bag tightly. After a few hours, the sugar will absorb the bread/apple’s moisture and become soft again. Always pack brown sugar into the measuring cup tightly (press it down with a spoon) — this will be easy if you have kept it soft and moist!

- ♦ **Vanilla:** Most American recipes call for liquid “vanilla extract.” Although the “imitation” type is less expensive, its taste is less intense than the “pure” type. If, for other recipes, you miss vanilla sugar (which is hard to buy in the US), put three cups of granulated sugar into a tightly-closed container. Split a whole

vanilla bean in half and then in half lengthwise. Scrape the seeds into the sugar, add the bean pods, and stir. The sugar will taste vanilla-y after 24 hours, but will be more intense if you leave it for several weeks.

- ♦ **Flour:** American recipes use measured — not weighed — flour and sugar. For reference: 140 grams flour = 1 cup and 200 grams sugar = 1 cup. Recipes may tell you to sift the flour. This means to put it through a sieve, to make it more fine. You should always measure flour after it has been sifted or else the measurement will be wrong.

- ♦ **Baking powder and soda:** Don’t confuse these two, both used to lighten baked goods. Baking soda is sodium bicarbonate, an alkaline. It works when added to an acid. Baking powder already has both baking soda and an acid in it. Do not substitute one for the other.

- ♦ **Butter:** Most butter in the US is sold in boxes of four ¼-pound “sticks;” each stick is 8 tablespoons (marked with a line on the wrapper) or ½ cup. “Sweet butter” has not been sweetened — it simply has no added salt.

- ♦ **Your oven:** Turn your oven dial to “Bake” if you want heat to surround your food, as for cookies or cakes. (With “Bake,” the heat comes only from the bottom coil, while with “Broil,” it comes from top and is better when you want hot, intense heat on one side of the food (as with fish or meat).

glory, love, pleasure and voluptuousness. Americans are taught that to do something for glory is selfish, while *la gloire* in French means doing one’s duty, with elegance. And love (pure and poetic, and assumed to be lifelong), writes Wharton, differs from *l’amour* (the same poetry, plus sensual and romantic feeling). In English, voluptuous carries a meaning of excess — too much sensuality. But *la volupté*, with *le plaisir*, wrote Wharton, is the basis of French charm, creativity and imagination.

- In Japanese culture, *amae* is the desire to depend on another person, with the comforting assumption that the other person will respond to that desire. In healthy adults, *amae* works in balance with the desire to become independent. In Western individualist cultures like the US, dependency is seen as something that one should outgrow. While healthy adults in the West do develop deep and comforting dependencies, these are considered background to the more important independence.

English speakers know the feelings of duty with elegance, sensual love and enjoyment, comfortable and mutual dependence. But these emotions are not as central to American life, and so English does not have an efficient way to express them.

What emotions have you had trouble translating into English?

(continued from page 6: *Life in a New Language*)

to distract the other students. Eva could see these symbol patterns clearly. Then finally, many years later, she read a poem in English to herself. For the first time (in English) she heard the music of the words. “I read, tasting the sounds on the tongue, hearing the phrases somewhere between tongue and mind...Words become, as they were in childhood, beautiful things...”

English-speakers are lucky Eva Hoffman came to North America as a teenager. If she had come much earlier, perhaps learning the language would have been easier for her. Then we would not have had such a beautiful description of how it is to live in a new language. If she had come much later, perhaps she would not have dared write such a book.

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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: Negative Feelings

As we have seen, emotions are often difficult to translate. Perhaps these idioms will help:

My father would *turn over in his grave* if he could see what has happened to his neighborhood since he died. (My father would *be very upset* if he could see what has happened to his neighborhood since he died.)

It was a *bitter pill to swallow* to learn that she got the job instead of him. (When she got the job instead of him, he *felt disappointed, resentful, and ashamed*.)

The teacher was *at the end of her tether* [or *at the end of her rope*] and scolded her class. (The teacher was *frustrated and out of patience*, and scolded her class.)

Your last comment *left me with a bad taste in my mouth*. (Your last comment *made a bad impression on me, and made the whole conversation feel bad*.)

The life guard *bit their heads off* when they ran instead of walked to the pool. (The life guard *angrily scolded them* when they ran instead of walked to the pool.)

It seems the crowd *voted with their feet*. (The crowd *showed their displeasure by leaving*.)

My nose was out of joint when he ignored me. (*I felt disrespected* when he ignored me.)

Please *don't upset the applecart*; just go along with the plan. (Please *don't spoil all the plans* by refusing to go along with them.)

VOCABULARY: EMOTION WORDS

Read *Life in a New Language* and *Translating Emotions* on [pages 6 and 7](#). Look at the faces below. Write one or two words that describe the emotion shown in each face, first in your home language, then in English.

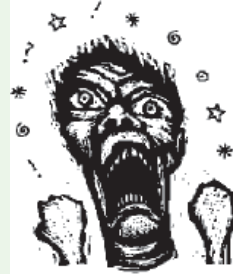
1. Your home language: _____

English: _____



2. Your home language: _____

English: _____



3. Your home language: _____

English: _____



4. Your home language: _____

English: _____



5. Your home language: _____

English: _____



HOMEWORK

WITH A PEN

1. Read [Mother Metaphors](#) on page 3. Write a list of any metaphors or idioms in your home language that use the word or concept of “mother.” Translate the phrase into English, first word for word, then describe its meaning.

2. Read [Memorial Day](#) on page 2. Write a description of a holiday in your home country in which the focus is on people who have died. What happens on the holiday? Is it a patriotic or a religious holiday?

3. Read [US Houses](#) and [What are American Houses Made of?](#) on pages 4 and 5. Draw a picture of your home in your home country. Write a description of the materials it was made of and, if you know it, the history of its architectural features.

4. Read [That Crazy English](#) on page 8. Write a list of idioms in your home language that you use to express negative feelings. Translate each, word for word, into English.

5. Read [Life in a New Language](#) and [Translating Emotions](#) on pages 6 and 7. Write a list of any words, in your home language, that you have had trouble translating into English. Write an English sentence using each one. Write a phrase or sentence that explains what the word means.

2

SIMPLE PRESENT VS. PRESENT PROGRESSIVE

Read the first three paragraphs of [Life in a New Language](#) on pages 6-7. Here is some information about this confusing rule:

Use the **simple present tense** of a verb to tell about what usually happens, or about general rules. For example:

- She *works* at the university. (*She has a job at the university, although she may or may not be there right now.*)
- Leaves *fall* to the ground. (This is a *general rule* about leaves and gravity.)
- He *smiles* whenever his daughter walks in. (This is a description of *what he usually does* when his daughter walks in, not about what he is doing at this moment.)

Use the **present progressive tense** to tell about what is happening at this moment. You will need an auxiliary verb (a form of *to be*) and a main verb that ends in -ing. The auxiliary verb agrees with the subject and tells the tense (*he is* or *you are* for present, *I was* or *you were* for past, *you will be* for future):

- Lee and Anna *are working* at the university. (This tells that they are at the university right now.)
- The leaves *are falling* to the ground. (Perhaps the leaves were still on the tree a moment ago, but right now they are falling.)
- He *is smiling*. (This describes what he is doing at this moment.)

One exception: use the **simple present tense** to describe “state situations” even if they are happening at this moment. (A “state situation” is one in which the person is not active. Examples are: need, cost, feel, own, want, wish, seem.):

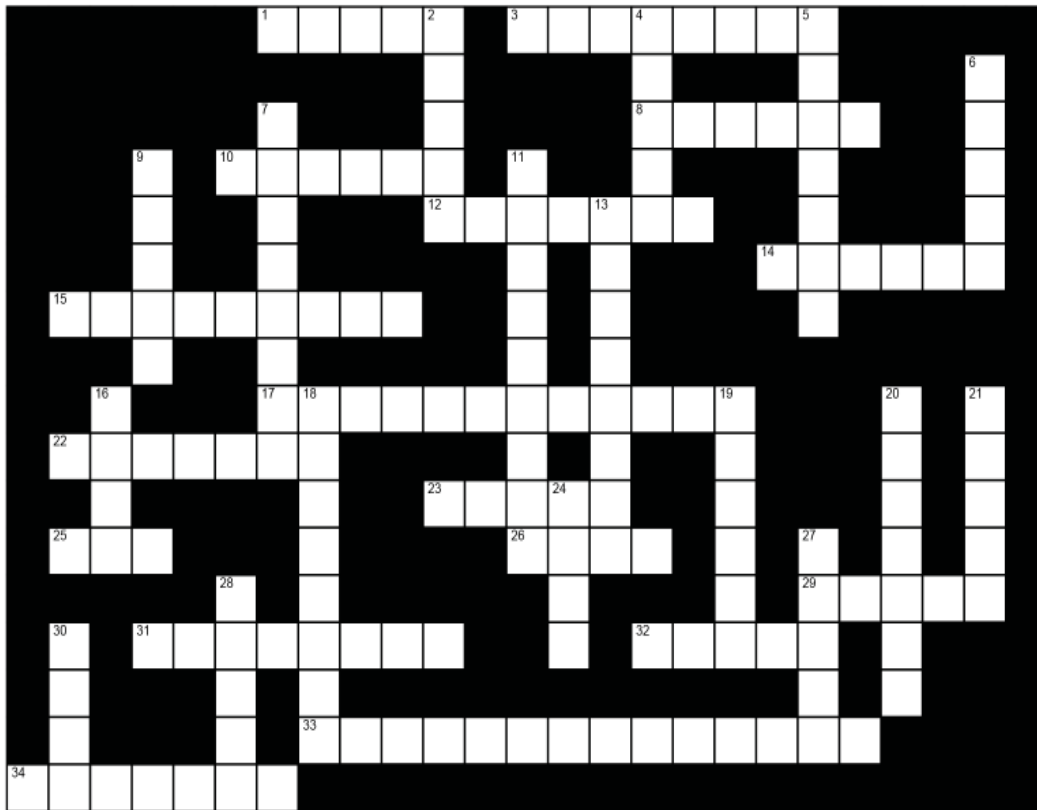
- I feel hot after that long run. (Feeling hot is my temporary state.)
- I wish the sun would come out. (Right now, I wish for the sun.)
- It seems as if he will not get here before dinner. (This describes a state.)

Complete the exercise on [page 4](#) of this Worksheet.

UNDERSTANDING WHAT YOU READ

Read [US Houses](#) on pages 4 and 5. Mark each sentence as True (T) or False (F). Correct False statements so they become True.

- | | T | F |
|---|--------------------------|--------------------------|
| 1. Early settlers built wooden houses like those they were used to at home. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Front porches made it easy to talk to neighbors. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Half-timbering refers to building with split logs. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Colonial houses are usually symmetrical in design. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Spanish-influenced houses often are made of clay and tile. | <input type="checkbox"/> | <input type="checkbox"/> |



Across

1. an outside, covered part of a house
3. Motherhood and ___ (two words) issues are always popular.
8. ___ pill to swallow; hard to accept
10. Mother's Day falls on the ___ Sunday of May in the US.
12. Supporters of ___ are most likely to say that the economic system favors powerful interests.
14. ___ - lode, -tongue and -board all refer to being a first and basic source
15. Half-___ is only decorative in today's homes.
17. Being tied to your mother's ___ (two words) is not a good thing in the US.
22. ___, in the US, usually comes in liquid form, for cooking.
23. Keep ___ sugar wrapped very tightly or it will get hard and dry.
25. A mother ___ takes care of others, too much.
26. ___ was out of joint; was disrespected
29. Never wear ___ trousers before Memorial Day.
31. thin slices of wood, used to cover a house
32. Southwestern homes are often built of ___, unfired clay brick.
33. Supporters of the five presidential candidates are most likely to agree about ___ (two words) benefits.
34. In northern European history, May Day involved dancing around a ___.

Down

2. bit their ___ off; scolded them
4. In many parts of Europe today, May 1 is a day to honor organized ___.
5. Ralph Waldo ___ was a leader of the transcendentalist movement.
6. Measure, don't weigh, ___ for US recipes.
7. ___ Day is a time to honor people who died fighting in war.
9. Supporters of ___ are most likely to say that, compared with 50 years ago, life for people like them in America is worse.
11. Necessity is the mother of ___.
13. ___ are often difficult to express in a new language.
16. Turn your oven dial to "___" for cookies.
18. Emotions are captured in different kinds of "word ___" in different languages.
19. coarse plaster or cement, to cover a building
20. Mothers and fathers are most likely to share equally in ___ with their children.
21. turn over in his ___; be very upset
24. Most US homes have ___ frames.
27. ___ butter has not salt and no sugar added.
28. The largest number of US soldiers died during the ___ War.
30. Baking powder and baking ___ are different; don't confuse them.

OUT AND ABOUT

1. Read about [Mother's Day](#) on page 3. In the week before Mother's Day, write a list of all the products you see being advertised for mothers. You will certainly see flowers, telephone calls, and candy. What else do you see? What image of "mothers" do these products suggest. For example, are they for "the practical mom?" "The physically attractive woman?" "The one who takes care of others?" Do any of these products surprise you because they are not how you think of "mothers?"
2. Read about [Memorial Day](#) on page 2. Watch for three things on Memorial Day: a parade in your town, flags in cemeteries, and changing hours of parks or museums.
3. Read [Translating Emotions](#) on pages 6-7. As you speak English over the next week, watch for times when you can't find the right word for a complex emotion you are having. Try to determine if there is actually an English word for it - there may not be.

IF YOU USE THE WEB

1. Read *Election [Mini] Update* on page 1. Go to www.realclearpolitics.com/epolls/2016/president/republican_delegate_count.html - there you will find, in horrible detail, all the different rules for how different states handle delegates. Skim the various types of differences, and find your own state's rules.

3. Read *Lessons from a Chocolate Chip Cookie* on page 7. Here is the recipe: www.verybestbaking.com/recipes/18476/Original-NESTLE-TOLL-HOUSE-Chocolate-Chip-Cookies/detail.aspx. Try it!

4. Read *Life in a New Language* on page 6. Listen to Eva Hoffman discuss her move from Poland to Canada, and from Polish to English, at www.youtube.com/watch?v=nk1Jm74K3I8

WITH A FRIEND

1. Read *Mother's Day* on page 3 and examine the charts there. Tell a friend or partner how these charts would compare with your home culture. How does your own family compare with these American statistics? Specifically:

2. Read *Mother Metaphors* on page 3. Tell a friend or partner 3-5 phrases or idioms in your home language that use the word or concept of mother. What is the meaning of each, and what does this say about mothers in your culture? Try to think of phrases or idioms that use the word or concept of father. Which "parent" was easier to think of?

SIMPLE PRESENT VS. PRESENT PROGRESSIVE (continued)

Read the explanation of simple present and present progressive tenses on [page 2](#) of this Worksheet. Write in the correct form of the verb in parentheses:

- Roger is not here right now. He (play) is playing soccer.
- If ice gets warm, it (melt) _____.
- School (begin) _____ at 8:30.
- I (cook) _____ dinner so I can't talk on the phone right now.
- He (cook) _____ dinner and I do the laundry; we think that's fair.
- Help! I (need) _____ a towel, quickly!
- They (swim) _____ at our neighbor's pool right now.
- I (swim) _____ at our neighbor's pool; he prefers the lake.
- This couch is on sale this afternoon; it (cost) _____ only \$400.
- He (study) _____ late at night so he can sleep late in the morning.
- She (write) _____ a letter to her mother; don't disturb her.
- The sun (rise) _____ in the east.
- That TV show (come) _____ on at 10:00 every night.



ANSWER CORNER

VOCABULARY: EMOTION WORDS
(some suggestions, in English):

- bemused, ashamed
- furios, frustrated
- sad, angry
- doubtful, skeptical
- happy, delighted

SIMPLE PRESENT-PRESENT PROGRESSIVE

- melts
- begins
- am cooking
- cooks
- need
- are swimming
- swim
- costs
- studies
- is writing
- rises
- comes

UNDERSTANDING WHAT YOU READ

1F (...because there was so much available wood) 2T 3F (...involves clay over wood posts) 4T 5T



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