

Vocabulary for Election News

We're FINALLY in the last days of the presidential campaign. Here are some definitions that will help you interpret what you are seeing and hearing in the last month before Election Night, November 8:

swing state: A state in which it is not clear whether the majority will vote for Trump or Clinton. Usually a state is considered a *swing state* on the basis of its voting record in recent elections, sometimes voting for the Republican, sometimes for the Democrat. Because of the Electoral College system (see [Sidebar on page 7](#)), candidates spend more time and money trying to win in swing states, especially those with more electoral votes — like Colorado, Iowa, Nevada, New Hampshire, North Carolina, Wisconsin, Virginia, Florida, Ohio, Michigan and Pennsylvania. In the Electoral College system, the winner takes all, so losing 49-51% is no better than losing 1-99%. If a candidate presumes her/his opponent will surely win in a state, s/he will usually not spend time or money campaigning there. A *swing voter* is one who has not made up his/her mind about whom to vote for, and/or who has sometimes voted Republican, sometimes Democrat.

partisan: Taking one party's side. A partisan discussion is one in which each person takes a strong side (in politics, a side consistent with either the Republican or Democratic Party). A **non-partisan** effort is one that attempts not to take sides. A **bi-partisan** effort is one that includes input from both political parties.

office: political job or position. We say, "She has been *in office* for 12 years" or "How long has he *held office*?" to mean "She has had this

elected job in politics for 12 years" or "How long has he had this job?" This word refers to any elected position, from President of the US to local school board official.

seat: political job or position. We say, "His seat is vulnerable" to mean "He may not win the election."

incumbent: politician who currently has the job

GOP: Grand Old Party; a nickname, since 1875, for the Republican Party

super PAC: PAC stands for Political Action Committee and is an organization that campaigns for or against a candidate or law. A *super PAC* cannot directly coordinate with or support a candidate or political party but it can spend unlimited amounts of money (raised from corporations or individuals without limit) in support of a candidacy. Get the difference?? Individuals are limited in how much they can contribute directly to a presidential candidate's campaign (\$2500/person). As of mid-September, the 2300+ superPACs have collected almost a billion dollars and have spent almost \$600 million in this election (including in the primaries). See opensecrets.org for details.

red states and **blue states:** Television and internet news coverage will show maps of voter outcome on election night, with those who voted a majority for the Democrat (Clinton) in blue and for the Republican (Trump) in red.

poll: This word has two meanings: a survey of how people will or did vote, and the place where people go to vote. Confusing!

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Halloween Costumes

Costumes are a traditional part of Halloween. During the holiday's early days, some people believed that ghosts appeared at this time of year; they wore costumes to scare the ghosts.

You can spend many hours (and dollars) on the costumes, or make something fun for free. The most traditional costumes are ghosts, witches, skeletons, and other scary characters. But you will see a wide variety of costumes — animals, TV characters, and story book characters. It might be fun for your child to dress as a character from your own country. For some ideas, try this site: familycrafts.about.com/od/costumes

Some words about masks: Masks make it hard for children to see. Safety experts say to pick a costume with no mask. Use face paint instead. Also, masks — any kind, not just scary ones — can be frightening for young children. They get confused about whether people have permanently changed when they put on a mask.

If older siblings are going to wear masks, have them put the masks on and off while the younger child watches. Or let the preschool child play with the mask in front of a mirror.

Costumes are big business. Americans will spend \$1 billion (!!) on costumes for children and, in a relatively new trend, another \$1.2 billion on costumes for adults. I say make your own...

Halloween



On the evening of October 31 every year, in most US communities, you will see children in the streets, dressed in costumes, carrying bags for candy. They will go from door to door in their neighborhoods and shout, "Trick or Treat!" According to tradition, the neighbors should give them a piece of candy (the Treat). If not, the children will play a Trick on them. Halloween is so popular in the US that most adults are ready with a basket of candy at the door. Today, the Trick part is rare — children just run to the next house if there is no Treat.

The roots of Halloween are very old. The name itself comes from a Christian celebration of all saints (or "hallows"), started in the ninth century. All Hallows' Day is November 1; the night before is All Hallows' Eve. But the holiday is also rooted in an older, pre-Christian festival, Samhain (pronounced "SOW-in"). As these two belief systems came together, the holiday came to be seen as a time when the boundary between the living and the dead became thinner. Those who had died could re-visit the living, either to haunt those who had wronged them, or just to visit happily with their families. With all these spirits around, going outside became frightening to some. Some stayed home and had fun there. Some people put charms at the doors and windows to keep unfriendly spirits away. If they were brave enough to go out, they would build bonfires, play pranks, and wear costumes, and they often visited people's homes in their disguises.

In the mid-1800s, Irish immigrants to the US brought their traditions with them and, by the 20th century, Halloween had become a popular holiday. Halloween is not considered a religious holiday by most Americans. Here is some background about the common symbols of this holiday:

Ghosts and skeletons: These are references to the thinning of the veil between our world and the "other world."

Witches, broomsticks and black cats: You will see images of witches riding on broomsticks, sometimes with or in the form of a black cat. In the Middle Ages, the idea of witches — women who had sold themselves to the Devil — grew out of the Christian belief about witchcraft (magic) and heresy. You may see witches stirring large pots; in pagan times, these were signs of abundance but now are used to suggest that witches make magic potions.

Jack-o-Lanterns: An old story says that a man named Jack loved to tease the Devil. The Devil made him wander the earth forever, carrying a lantern. Today in the US, a carved pumpkin with a candle in it is called a Jack-o-Lantern. (See Sidebar on page 3.)

Apples, squash, corn, and nuts: You will see doors and tables decorated with these harvest fruits, a reference to the harvest timing of Halloween.

In the US, Halloween is a light-hearted, fun holiday. However, there have been some accidents. Because children often go Trick-or-Treating after dinner when it is dark, some children have been hit by a car. And, I am sorry to say, there have been a few tragedies in which adults put poisons or razor blades in children's candy. These tragedies are extremely rare (and have not happened in many many years). But they changed the way that some families and towns celebrate Halloween. Some schools hold a Halloween party for children in costumes instead of Trick-or-Treating. Some towns encourage children to go Trick-or-Treating before dark. And parents now are very careful about the candy their children get. Please read the list of safety tips on the next page closely.

7 Halloween Tips If You Have Children...

- 1. Make sure car drivers will be able to see your child.** Make part of the costume white. Put day-glow stickers on the back of the costume. Use a white candy bag. Give your child a flashlight to carry.
- 2. Choose the houses you go to carefully.** Go to neighbors you know, or who clearly have young children of their own. If you do not know many people in your neighborhood, ask to go Trick-or-Treating with a neighbor or friend.
- 3. Do not go to any house with the front lights turned off.** This means they are not at home, or they have no more Treats left, or do not want to participate in Halloween.
- 4. Go along with your younger children when they go Trick-or-Treating.** Stay with them, especially crossing streets. Usually, children do not go inside the neighbors' homes. If your children are invited inside, go with them unless you know the neighbor.
5. Older children may want to go with their friends, without you. **Use your judgment about what is safe.** Ask a friend or teacher if you are not sure. Discuss with your child ahead of time where the group will go. Do not let your child go alone.
- 6. Do not let your children eat any candy until you have looked at it carefully.** If the paper is torn, or if it is not pre-packaged, throw it away.
- 7. A non-safety tip:** It is most polite for your children to say, "Trick or Treat!" in a friendly and loud voice when the neighbor opens the door. And "Thank you," and "Good-bye" or "Happy Halloween" as they leave.

...and 3 Tips If You Don't

You do not have to have children to enjoy Halloween. It's fun to see the costumes and feel the excitement of all that candy! Here is some advice for being a good neighbor:

- 1. If you would like to participate in Halloween, show some sign of this.** If you live in a house, turn on your front porch light and front hall light. In an apartment, a Halloween decoration (like a picture of a pumpkin or witch) on the front door also signals that you would like children to knock.
- 2. Have a basket of Treats near (but inside) the front door.** The children do not need to come into your home — they can stand at the door to get their Treats. In the weeks before Halloween, stores will sell special bags of small, wrapped candy — this is what most neighbors give. But you can give very small toys or a few pennies instead of candy, if you like. Do not give any food that you did not buy packaged at the store.
- 3. If you do not want to participate, or if you are going out, turn off the front lights and take down the decorations.** This may discourage children from knocking. One year, we had no more candy, so we turned out the front lights, and ignored the doorbell. The next year, we bought more candy!

To Carve a Jack-o-Lantern

1. With a sharp knife, cut a 5-6 inch circle around the stem of the pumpkin, making a lid. (Adults should do the cutting, or buy a special pumpkin-carving knife that is safe for older children.) Carve at an inward angle so you can put the lid back on without it falling through. Remove the lid.
2. With your hands and a large spoon, scrape out all the seeds and stringy, yucky stuff. Throw this stuff away. Or wash the seeds, add salt, and put them in a 350° oven till they are golden and crisp - about 10 minutes, stirring once or twice - for a snack. Scrape the pumpkin until all the wet strings are gone, leaving about a one-inch pumpkin wall. (If you see an orange plastic spoon with a flat edge for sale this month, grab it - it makes this job so much easier.)
3. Draw the face on the pumpkin with a pencil. Cut along your pencil lines. Cut at an angle so the pumpkin wall does not show from the outside. Be sure to make enough holes to let oxygen inside, to keep the candle lit. Or buy a stencil and special carving tools that are now on sale, to make pumpkins that are intricate or include written words - these are a new development in the last few years.
4. Dig a small hole in the inside bottom of the pumpkin. Put a wide-bottom candle in the hole. Light the candle. Replace the lid. Boo!

Here is a good youtube to help:

www.youtube.com/watch?v=krfeYXK1byI

Discovery of America: Closer to True

Help your children understand the real discovery of America and the events surrounding Columbus' landing. I recommend these books:

The Discovery of the Americas (B & G Maestro, Scholastic).

Shows how archaeologists trace the movement of peoples, 12,000 to 30,000 years ago, from Asia the Americas. Similarities in teeth, language, myths, architecture, pottery, and design tell a fascinating story.

Encounter (J. Yolen, Harcourt Brace Jovanovich) A picture book about Columbus' landing, told from the viewpoint of a Native American small boy. His reaction to Columbus' white skin and European clothing is shown in the eerie illustrations.

Follow the Dream: The Story of Christopher Columbus (P. Sis, Knopf). Another picture book, with especially lovely artwork, about Columbus' life from childhood to adulthood. The unusual level of detail makes it good for older elementary school kids who don't usually choose picture books any more.

Morning Girl (M. Dorris, Hyperion Press). Chapter book — historical fiction about a Native American sister and brother who lived on the Bahamian island where Columbus landed in 1492.

Columbus Day

Columbus Day marks the day in 1492 when an Italian explorer, Christopher Columbus, landed in the "New World." He landed on October 12. The federal holiday is now the second Monday in October. This year, it is October 9. For reasons you will read below, some cities now celebrate Indigenous Peoples' Day instead.

According to the traditional story, Columbus believed he could reach "India," an important source of spices, by sailing west from Europe. ("India" or "the Indies" were the names used in the 15th century for all eastern Asia, including China and Japan.) It was generally accepted at that time that the world was round. But most people thought the ocean between Europe and India was far too wide for Columbus' plan. Columbus convinced the Spanish Queen Isabella and King Ferdinand to pay for his experiment. When he reached land (on an island that is now part of the Bahamas), he thought he had reached India. He called the Native American people "Indians." Columbus eventually made four trips to the New World (but he never landed on what is now mainland US).

Recently, historians have challenged the traditional story of Columbus in a few ways:

- ◆ Columbus was not the first European to land in the western hemisphere. Leif Eriksson, an Icelandic explorer, probably started a small community on Newfoundland around the year 1000.
- ◆ Some historians believe Columbus was simply looking for new land to conquer for Spain, and was not headed toward India at all. His orders from Isabella and Ferdinand were to "discover and acquire...Islands and Mainlands" in the Ocean Sea. These orders do not mention "India." Would they have used the word "discover" for India? Could they have believed that Columbus could acquire (take as his own) all of India?

- ◆ Until recently, Americans celebrated Columbus' discovery of the New World. But the word "discover" suggests that no one knew North and South America were here until Columbus arrived. In fact, people had been living here for at least 12,000 years. Historians agree that fully-evolved humans walked here, over the land bridge that connected Siberia and Alaska during the last Ice Age. When Columbus landed, Native Americans had well-developed cultures, with complex religions, food, language, architecture, and social systems.
- ◆ Columbus forced hundreds of Arawak Indians to return to Spain as slaves. He and his men treated the Arawaks with brutality, and killed many of them. Many people do not want to call him a hero. In fact, some Native Americans and others hold annual protests on Columbus Day.

So the meaning of Columbus Day has changed for many Americans. Instead of focusing on what he meant to Europe, there is a new sensitivity to the negative effect of European migration and domination on the lives of Native Americans.

Unlike Halloween, this is a holiday with few symbols and customs. There are no special dinners, gifts, foods, or forms of celebration that everyone joins. However, Columbus Day is one of the few times that countries throughout North, Central, and South America join in the same historic remembrance.



Jewish High Holy Days

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

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

At Rosh Hashanah, many Jews gather with their families for a dinner. A traditional bread, *challah*, is shaped in a round loaf on this night, to symbolize the cycle of the year. Families dip apples in honey, to symbolize a sweet year. Some eat a pomegranate; each of the hundreds of seeds stands for a good deed done during the year.

The ten days after Rosh Hashanah are a time of preparation for Yom Kippur, (pronounced *YOM Ki-POOR*) or the Day of Atonement (action to gain forgiveness). This is a time to try to find ways to improve one's relationships

and behavior. It is traditional to *fast* (not eat) as atonement for and concentration on past wrong doings, and in the hope of living a sin-free life in the future. Yom Kippur marks the end of the judgment period that started with Rosh Hashanah.

With Rosh Hashanah, the Jewish Year 5777 begins. Year 1 is believed to have been the year God created Adam and the world, as described in the Hebrew Bible. The timing of Jewish holidays is based on cycles of both the moon and the sun. Rosh Hashanah and Yom Kippur always occur in the fall, roughly around the time of the autumnal equinox. Rosh Ha-



shanah begins on the day of a New Moon, but before the days of accurate astronomy, it was difficult to know exactly when this New Moon would occur - sometimes it was 29 days after the last one, other months it was 30 days after. Therefore, a tradition

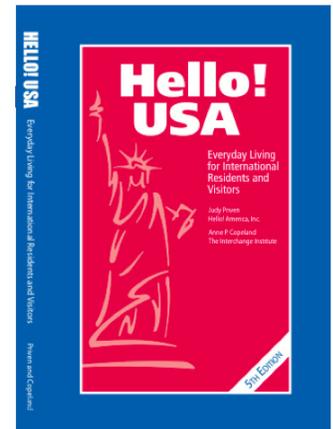
arose to celebrate this holiday for two days. This tradition is followed by many — but not all — Jews today.

This year, Rosh Hashanah begins on October 3, and Yom Kippur on October 12. The Jewish day, and therefore Jewish holidays, begin at sunset on the previous calendar day. Therefore observation of Rosh Hashanah will begin at sunset on October 2 and Yom Kippur at sunset on October 11.

Day Light Savings Time: Not Yet!

The dates for starting and ending Day Light Savings Time changed recently; some Americans may still be confused. Instead of ending on the last Sunday in October, as it did for many years, it will end on the first Sunday of November (November 6 this year). (It will begin again in the spring, on the second Sunday in March.) So, don't change your clocks yet! And double check any device you have that automatically adjusts its clock to DLST — does it "know" the new rule?

Hello! USA



Hello! USA: Everyday Living for International Residents and Visitors, is newly updated and easy for you to buy on www.amazon.com.

Over the years, this popular book about the practical aspects of moving to the US has helped thousands of people move into the US, answering hundreds of questions about American life and culture for international individuals and families traveling or moving to the U.S.

Useful for newcomers and those who are still settling in, it includes charts to convert clothing sizes and metric measurements; sample job résumés and cover letters; step-by-step instructions for renting a home, buying a car, or filing a tax return; help in understanding medicine labels; charts on converting European-American clothing sizes, Centigrade-Fahrenheit temperatures, American and metric measurements; baseball and football idioms; and much more.

Buy your copy at www.amazon.com. Or contact us directly (interchangeinstitute.org/html/hello_usa.htm) for discounts on orders of 20 or more.

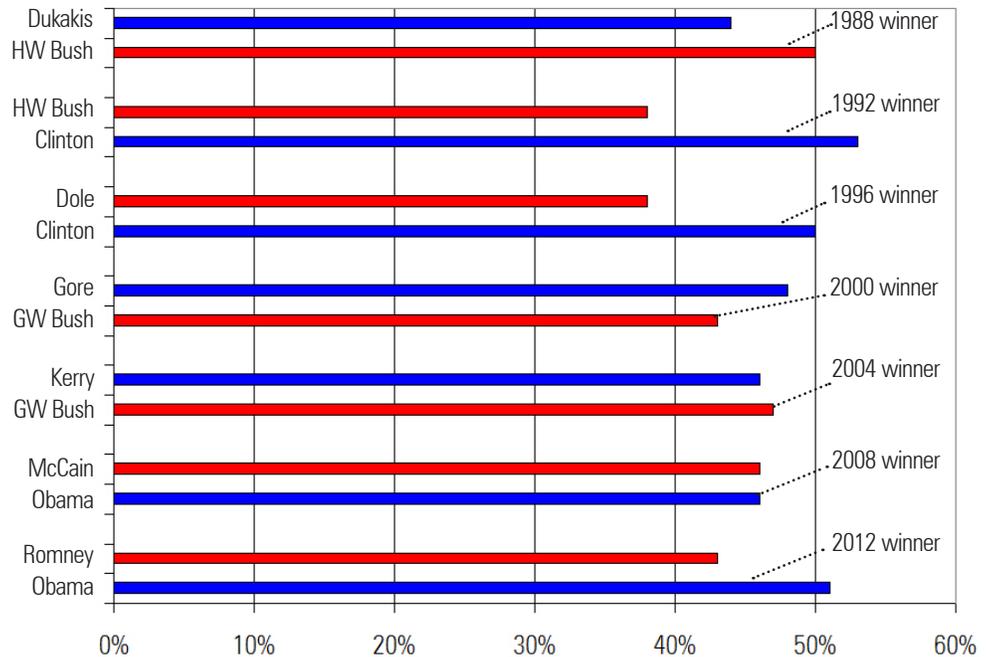
The Debates: A Historical Look

The Presidential and Vice-Presidential candidates will debate each other in October. Here is some historical information to put these debates in context:

- The first famous political debates in the US were held in 1858 between Abraham Lincoln and Stephen Douglas who were running for a US Senate seat in Illinois. Back then, one candidate spoke first for an hour, the second replied for an hour and a half, then the first spoke again for a half hour. (What has happened to our attention span??) Lincoln lost that election but gained national visibility through the debates. He was elected President two years later.
- John Kennedy and Richard Nixon, running for US President in 1960, held the first televised debates in the US. TV was a new and poorly-understood force in politics then. Nixon was recovering from a knee injury and looked pale and thin that first night, while Kennedy looked fit, tan and rested. Those who heard them on the radio said they felt Nixon “won” but those who watched it on TV favored Kennedy by a lot; Kennedy won that election. Since then, advisors have paid enormous attention to visual detail.
- Since 1976, debates have been a regular part of the Presidential campaign. Huge numbers watch at least one — in 2012, 67.2 million people watched Obama and Romney’s first debate. Estimates are even higher for the first Trump-Clinton debate.

What Do September Polls Tell Us?

Here are the results from polls of likely voters taken in September of the last 7 presidential election years. Whoever was ahead in September usually won - but not always; see 2000 when Gore had a five-point lead in September but lost to GW Bush (despite winning more votes nationwide).



Source: Pew Research Center,

2016 Presidential and Vice-Presidential Debates

All debates will be held 9-10:30pm ET, broadcast live on C-SPAN, ABC, CBS, FOX, CNN, Fox News, MSNBC and others. They will each be moderated by a television news correspondent.

Monday, September 26, First Presidential Debate

At Hofstra University, Hempstead, NY. Moderator: Lester Holt, NBC Nightly News. Six 15-minute segments. Moderator will ask a question and each candidate will have two minutes to respond. Then candidates will respond to each other, aided by moderator to deepen the discussion.

Tuesday, October 4, Vice Presidential Debate

At Longwood University, Farmville, VA. Moderator: Elaine Quijano, CBSN and CBS News. Nine 10-minute segments. Same format as First Presidential Debate.

Sunday, October 9, Second Presidential Debate

At Washington University, St. Louis, MO. Moderators: Martha Raddatz, ABC News and Anderson Cooper, CNN. Undecided voters and the moderators will ask the candidates questions, with two minutes to respond.

Monday, October 22, Third Presidential Debate

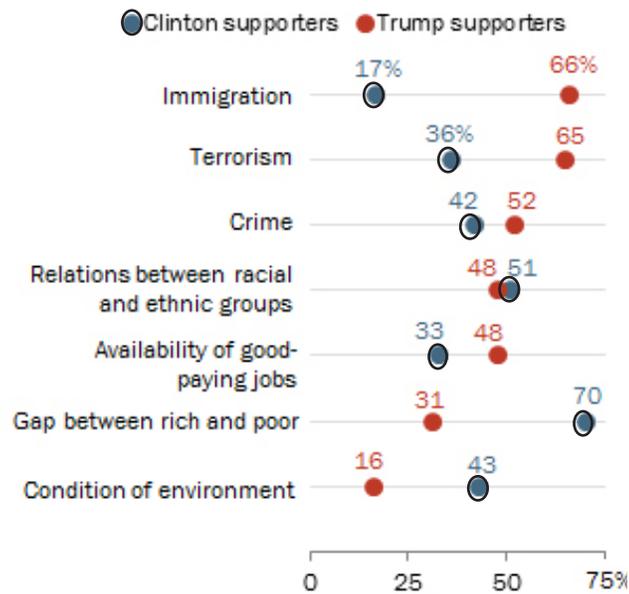
At University of Nevada, Las Vegas, NV. Moderator: Chris Wallace, Fox News. Same format as First Presidential Debate.

Trump and Clinton Supporters' Views

This chart may not surprise you if you have been paying attention to the US election news. Notice the large difference in opinion between Trump and Clinton supporters about the importance of immigration and terrorism (which Trump supporters see as more problematic) and the income gap and the environment (which Clinton supporters see as more problematic). There is near agreement between the groups on the importance of race relations, although both groups rate this as only moderately problematic.

Perceptions of 'very big' problems vary widely by candidate support

% of Clinton/Trump supporters saying each is a 'very big problem' in our country



Note: Based on registered voters. Q27.
Source: Survey conducted August 9-16, 2016.

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The Electoral College

Voters may think they are voting for their favorite candidate on November 8. But really they are voting for an "elector," a citizen of their state who will choose the next President. Here's how:

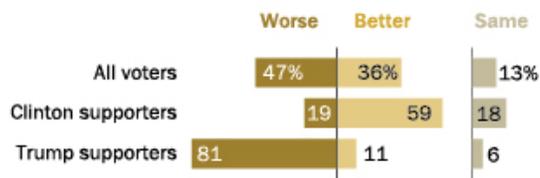
Each state has a certain number of "electoral votes." States with more voters have more electoral votes — California has 55 and Vermont has 3, for example. In all except two states, whichever candidate wins a majority of votes wins *all* of that state's electoral votes — it is a "winner takes all" system. (In Maine and Nebraska, the states are divided into several districts. The winner in each district gets the vote of one elector in the college, so in theory, the group of electors can be split to reflect the state voting pattern. In fact, neither state has yet split its votes, because the winner in each district has been the same.)

At a [little-noted] December meeting of the Electoral College, the electors vote for their states' one winner. Say, for example, Clinton wins 51% of the votes in California and Trump wins 49%. All 55 of California's electors will vote for Clinton. The candidate who gets 270 or more electoral votes wins.

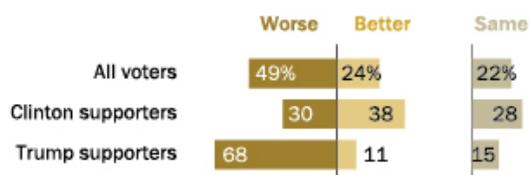
As we learned in 2000 (and in 1876 and 1888), it is possible for a candidate to win the most people's votes (the "popular vote") but lose the electoral vote and therefore lose the election. This can happen if the candidate wins by a small majority in big states (and therefore gets all those states' electoral votes) but loses by a lot in many smaller states.

Voters diverge on how U.S. has changed and where it's headed

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



The future of the next generation of Americans will be ___ compared with life today (%)



Notes: Based on registered voters. Don't know responses not shown. Q7 and Q8.
Source: Survey conducted August 9-16, 2016.

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I found this chart to be very clarifying in understanding the deep and angry divisions we have seen this election season. Ask yourself, honestly, "Compared with 50 years ago, is life for people like you in America today [and also, in your home country] worse, better or the same?" And how optimistic are you about the next generation? These questions cut across the issues listed in the chart above and, I think, get to the core of voters' outlook.

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: Our Greek Heritage

In honor of the process of democracy we are seeing this fall (??), I offer these metaphors and idioms that draw on Greek mythology:

That part of our proposal is our *Achilles' heel*. (...a weak, vulnerable part of an otherwise very strong proposal.) (Achilles was a Greek warrior who was strong — in fact, immortal — everywhere except his ankle, where he was very vulnerable. He was killed by an arrow to his heel.)

Passing that test turned out to be my *nemesis*. (... something that I could not do even though I tried many times.) (Nemesis was the Greek goddess of retribution or vengeance.)

If you do that, you will be *opening Pandora's box*. (... it may seem like a small thing at first but it will lead to many enormous negative consequences.) (Pandora was a Greek woman who opened a box she was instructed not to open; when she did, evil and sorrow escaped and could not be returned. All that was left in the box was Hope.)

That is a *Herculean task*. (... a huge task, for someone very strong.) (Hercules, son of Zeus, was famous for his strength.)

She has *the Midas touch*. (Everything she does becomes profitable.) (When King Midas was granted a wish, he wished that everything he touched would turn to gold. He soon regretted his wish, when even food, water, and people he touched turned to gold.)

GRAMMAR: THE OR A?

Read [Columbus Day](#) on page 4. In the first few paragraphs, circle every “the” and “a” or “an” that you see. Notice that “the” is used to introduce or identify nouns that are specific — that is, particular things that the writer thinks the reader (you!) knows about already. (You know, *the* day in 1492, the one you have read about in history books.) “A” or “an” are used to identify a member of a class or set. The writer does not assume that the reader knows the specifics being referred to. (There were lots of Italian explorers so I have to tell you that the one I’m talking about is Columbus.)

In each pair of items below, write “the” in one item and “a” (or “an” if the noun begins with a vowel) in the other, depending on the context given by the second sentence in each item. In some items in a pair, either “the” or “a” could be correct; use the context of the other item to make your choices. The first one has been done for you.

- 1a. Did you watch a movie last night? Which one?
1b. Did you watch the movie last night? I left it for you next to the TV.
- 2a. I remembered to bring ___ coat. But I forgot the mittens.
2b. I remembered to bring ___ coat. But I’m still cold.
- 3a. I added ___ orange to the salad. I hope you like it.
3b. I added ___ orange to the salad. I hope you weren’t planning to eat it for a snack.
- 4a. She met with ___ lawyer last night. She really needs some advice.
4b. She met with ___ lawyer last night. He finally had time to see her.
- 5a. I put ___ book in my backpack. I may have time to read while I wait.
5b. I put ___ book in my backpack. This way I’m sure I won’t forget it.
- 6a. I heard ___ telephone ring. It is right next to my bed.
6b. I heard ___ telephone ring. Or was that noise my microwave?
- 7a. ___ drawer in my desk is stuck. And the legs are wobbly.
7b. ___ drawer in my desk is stuck. It’s the second one from the top.
- 8a. ___ salesman answered my questions. I’ll go home and think about what to buy.
8b. ___ salesman answered my questions. He was very helpful.

HOMEWORK

WITH A PEN

1. Read about [Halloween](#) on pages 2 and 3. Write a short description of a holiday from your country for which people dress in costumes. What do the costumes look like? Do adults and children both wear them? Why are costumes traditional on this holiday?

2. Read [Halloween Costumes](#) on page 2. Write instructions to make a costume from your home country — a famous person, traditional dress, or something silly like food or a famous product.

3. Read [Columbus Day](#) on page 4. Write a description of a national holiday in your home country that marks a historical event. How do people celebrate it? Has its meaning or celebration changed with time?

4. Read [The Electoral College](#) on page 7. Write a brief description of how political leaders are chosen in your home country.

5. Read [That Crazy English: Our Greek Heritage](#) on page 8. Think about idioms in your native language that come from ancient myths, legends or stories. Write a sentence in English using each one, then translate its meaning.

UNDERSTANDING WHAT YOU READ

Read about [Columbus Day](#) on page 4. Mark each sentence below True (T) or False (F). Make corrections to the false sentences to make them true.

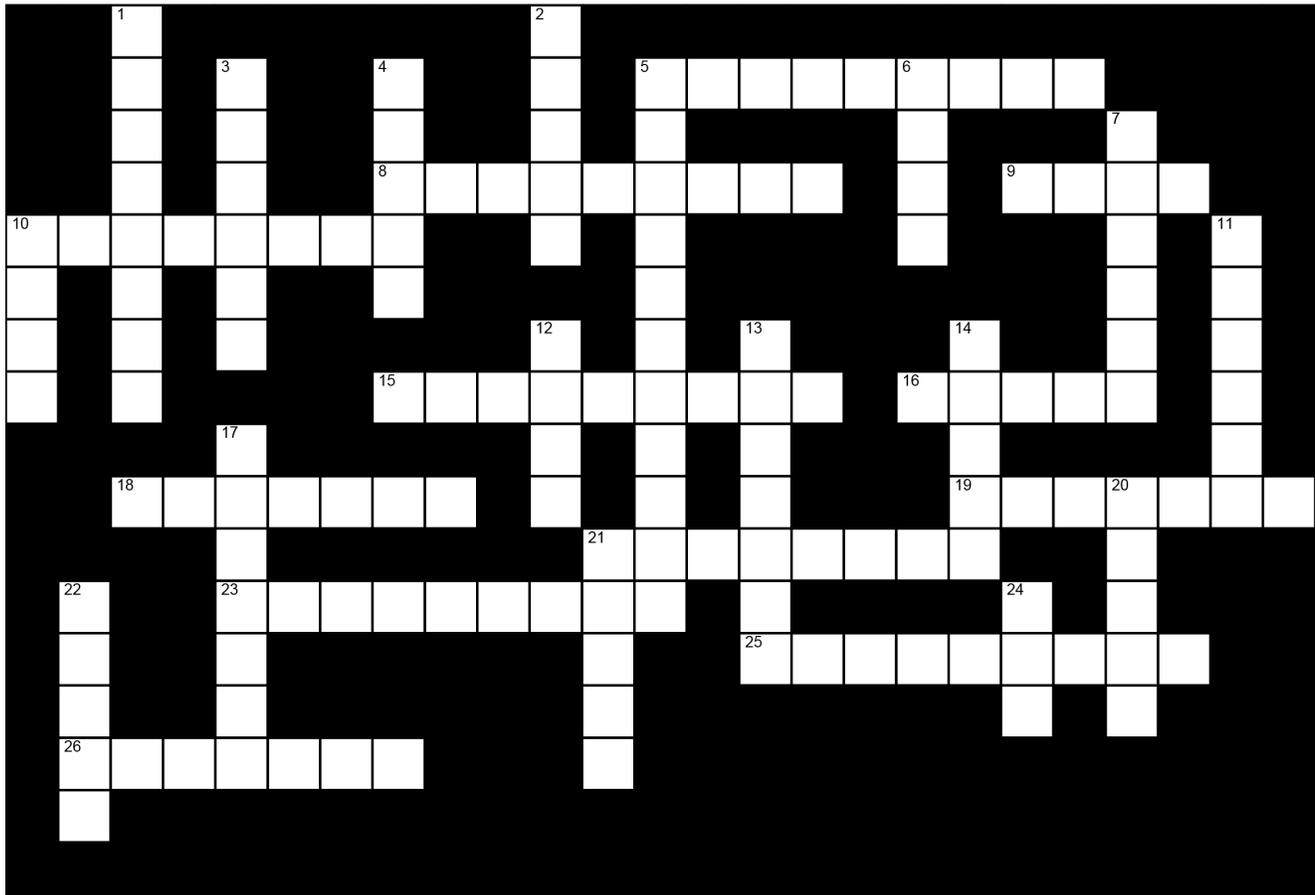
Italian

- T 1. Christopher Columbus was ~~Spanish~~.
- T F 2. Columbus was kind to the people he met in the New World.
- T F 3. Columbus was probably not the first European to cross the Atlantic Ocean.
- T F 4. Columbus was the first person to discover that the world is round.
- T F 5. Columbus Day is celebrated only in the United States.
- T F 6. Columbus was the first European to walk on land that is now the United States.
- T F 7. Columbus discovered America.
- T F 8. It is traditional to send Columbus Day cards to your neighbors in the US.

VOCABULARY

Read the [Halloween](#) articles on pages 2 and 3. Pick the correct meaning of the bold word:

1. If you would like to **participate** in Halloween, show some sign of this.
a. compete with others b. help others c. join others in doing
2. The name 'Halloween' comes from a Christian **celebration** of all saints.
a. party for b. time to remember c. listing of
3. Young children are confused about whether people have **permanently** changed when they put on a mask.
a. forever b. suddenly c. mysteriously
4. An old story says that a man named Jack loved to **tease** the Devil.
a. steal from b. bother, annoy c. hurt
5. Hanging fruit and vegetables on a front door is a **reference** to old harvest festivals.
a. symbol of b. definition of c. replacement for
6. Halloween is a **light-hearted** holiday.
a. spiritual b. fun, not serious c. day-time



ross

- 5. politician who current has the job
- 3. Yom Kippur is the Jewish Day of ___ (action to gain forgiveness).
- 3. Achilles' ___, weak part
- 1. a ___ issue, one in which different political groups differ widely
- 5. person who asks the questions at a presidential debate
- 3. Midas ___, ability to make things turn out well
- 3. traditional loaf of bread served on Rosh Hashanah
- 3. jack-o-___, a carved pumpkin
- 1. Christopher ___ was an Italian explorer sailing for Spain.
- 3. a ___ task, one requiring much strength
- 5. Each state gets a certain number of votes in the ___ college.
- 3. The first televised presidential debate was between Richard Nixon and John ___.

Down

- 1. an organization that raises money and campaigns for or against a candidate or law (one word and one acronym)
- 2. a ___ state, one in which the election outcome is hard to predict
- 3. a political job or position
- 4. GOP: ___ Old Party
- 5. Donald Trump supporters tend to see ___ as a 'very big' problem.
- 6. On election night, the TV will show states that voted for Clinton in ___.
- 7. Rosh Hoshanah is the ___ New Year.
- 10. a place where people go to vote
- 11. Hillary Clinton supporters tend to say that, compared with 50 years ago, life for people like them is ___.
- 12. a political job or position
- 13. It is traditional to wear a ___ on Halloween.
- 14. Usually the leader in the September ___ wins the November presidential election.
- 17. Halloween is rooted in a pre-Christian festival called ___.
- 20. On Halloween, children shout, "Trick or ___!"
- 21. It is traditional to give children ___ on Halloween.
- 22. Halloween ___ make it hard for a child to see, and can scare young children.
- 24. Pandora's ___

OUT AND ABOUT

- 1. Read [The Debates: A Historical Look](#) on page 6. Watch at least one of the debates. What surprised you? Who do you think did a better job answering the questions? Who did a better job impressing voters?
- 2. Read [Vocabulary for Election News](#) on page 1. Try to hear or read each of these vocabulary words in one day's news.

IF YOU USE THE WEB

1. Read [Halloween Costumes](#) on page 2. Go to the web site mentioned (familycrafts.about.com/od/costumes). Pick a costume you would like to wear and read the instructions for making it.

2. Read [The Debates: A Historical Look](#) on page 6. Watch a bit of the Kennedy-Nixon 1960 debate at www.youtube.com/watch?v=QazmVHA00s

3. Read [Columbus Day](#) on page 4. For a perspective on Indigenous Peoples' Day, watch www.youtube.com/watch?v=TsSi1skCoUc



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WITH A FRIEND

1. Read [Columbus Day](#) on page 4. Tell a friend or partner what you were taught as a child about how Europeans found the Western Hemisphere. Did you learn that Columbus "discovered" it? Discuss a history lesson that you learned as a child about your home country that you now understand differently.

2. Read about [Halloween](#) on pages 2 and 3. If people in your home country celebrate Halloween, describe how, if at all, it is different than in the US. Discuss a holiday in your country that involves talking about death. Or that involves purposefully being scary or scared. Or that involves people wearing costumes. Or that involves asking for food from neighbors.

3. Read [Trump and Clinton Supporters' Views](#) on page 7. Look carefully at the chart on the bottom of that page. With a friend or partner, discuss whether life for people like you is better, worse or the same as 50 years ago -- in your home country, and in the US.

4. Read about the Presidential and Vice-Presidential debates on [page 6](#). Watch at least one of the debates. Discuss any surprises you had with a friend - in the questions that were asked, in the audience response, in how the candidates answered, or in how your friends or newscasters summarized the effect of the debate.

HALLOWEEN BY NUMBERS

Read [Halloween](#) on page 2. Try to match the number on the left with the correct product on the right. Now you know about Halloween and the US economy.

- | | |
|----------------|--|
| 1) 41,100,000 | a) dollar value of candy imported to the US, January to July |
| 2) 894,900,000 | b) number of 5-14-year-olds in US, all of them potential Trick-or-Treaters |
| 3) 1,637 | c) number of US candy factories |
| 4) 803,000,000 | d) number of people who work in US candy factories |
| 5) 67,531 | e) number of pounds of pumpkins grown in the US |

ANSWERS

GRAMMAR: THE OR A?

- 2a the 2b a
3a an 3b the
4a a 4b the
5a a 5b the
6a the 6b a
7a The 7b A
8a A 8b The

UNDERSTANDING WHAT YOU READ

2. F ...was cruel to the people...
3. T
4. F ...was not the first person...
5. F ...is celebrated in North, South and Central America
6. F ...never walked on the land. that is now the United States.
7. F Native Americans discovered America.
8. F It is not traditional...

VOCABULARY

- 1c 2b 3a 4b 5a

HALLOWEEN BY NUMBERS

- 1b 2e 3c 4a 5d 6b

