Answer Key
for
Cultural Differences

This answer key is for Parts 1, 2, and 4 of the 14 units of the book.

Unit 1, Part 1, Study Guide page 5

1. no
2. Indians mark the blanks that do not apply.
3. b
4. c
5. a
6. b
7. answers will vary
8. c
9. b
10. law, God, poor, rich, different

Unit 1, Part 2, Vocabulary page 7

Exercise 1          Exercise 2
1. assumed          1. interact
2. stimulating      2. assumed
3. interact         3. prohibit
4. perception       4. perception
5. prohibit         5. stimulating

Unit 1, Part 4, Writing Technique page 14

Ex. 2: B, C, F

Ex. 3:
2. This situation is interesting to researchers
3. In the story about the teacher and Wen
4. The teacher felt
5. The reason why Wen walked into the office
Unit 2, Part 1, Study Guide page 25

1. a) sharer  b) receiver  c) receiver/sharer  d) sharer/receiver
2. Americans/Asians
3. Collectivists: Korea, Israel, Mexico, India, China, Indonesia, Japan
   Individualists: Australia, France, Germany, Canada, New Zealand, U.S.A, United Kingdom
5. Japanese= 32%  Indians= 12%  Australians= 50%  New Zealanders- 60%
6. a
7. b
8. b
9. a) Collectivist  b) Individualist  c) Individualist  d) Collectivist
10. b

Unit 2, Part 2, Vocabulary, page 28

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<tr>
<th>Ex 1</th>
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<tbody>
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<td>1 spontaneous</td>
<td>conflicts</td>
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<tr>
<td>2 consequence</td>
<td>implied</td>
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<tr>
<td>3 conflicts</td>
<td>spontaneous</td>
</tr>
<tr>
<td>4 implied</td>
<td>pursue</td>
</tr>
<tr>
<td>5 pursue</td>
<td>consequence</td>
</tr>
</tbody>
</table>

Unit 2, Part 4, Writing Technique page 31

Ex. 4:
1. A
2. B
3. B

Ex. 5: Answers will vary

Ex. 6
2. This report is the top
3. very interesting
4. frightened
5. fail
6. bad teachers
Unit 3, Part 1, Study Guide age 40

1. Collectivist
2. Individualist
3. Individualist
4. Collectivist
5. Collectivist
6. Individualist
7. a
8. a) Ken b) Tony c) Tony d) Ken e) Ken f) Tony
9. No
10. No
11. Yes
12. D
13. A) Collectivist B) Individualist
14. b
15. b, c
16. a) Individualist b) Collectivist c) Collectivist d) Collectivist e) Individualist f) Individualist

Unit 3, Part 2, Vocabulary page 44

<table>
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<td>3</td>
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</tr>
<tr>
<td>4</td>
<td>evaluate</td>
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<tr>
<td>5</td>
<td>indicate</td>
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<td></td>
<td>evaluate</td>
</tr>
<tr>
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<td>conform</td>
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<td>indicate</td>
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<td>concept</td>
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<tr>
<td></td>
<td>maintain</td>
</tr>
</tbody>
</table>

Unit 3, Part 4, Writing Technique page 48

Ex. 2: A
Ex. 3: rich, bad, flood, stay alive, goals, move away, maintain
Unit 4, Part 1 Study Guide page 54

1. a, c
2. a, b, d
3. false
4.

<table>
<thead>
<tr>
<th>Collectivists’ attitudes about conforming</th>
<th>Individualists’ attitudes about conforming</th>
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</thead>
<tbody>
<tr>
<td>believe that it maintains group harmony</td>
<td>are taught to be independent</td>
</tr>
<tr>
<td>think non-conforming is abnormal</td>
<td>consider being unique as a good thing</td>
</tr>
<tr>
<td>feel connected to others</td>
<td>prefer freedom to make their own choice</td>
</tr>
<tr>
<td>feel good when conforming</td>
<td>don’t like group pressure</td>
</tr>
</tbody>
</table>

5. a
6. conform, five, one, two, majority, not influenced
7. b
8. a
9. a
10. b
11. Americans
12. c

Unit 4, Part 2, Vocabulary pages 56

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<td>2</td>
<td>immature</td>
</tr>
<tr>
<td>3</td>
<td>emphasized</td>
</tr>
<tr>
<td>4</td>
<td>autonomy</td>
</tr>
<tr>
<td>5</td>
<td>inconceivable</td>
</tr>
</tbody>
</table>

Unit 4, Part 4, Writing Techniques page 60

Ex. 1

Question 1: The results from a study showed; From the study, we learn that
Question 2: According to researchers; according to the findings of the study
1. a
2. a
3. Tight Cultures | Loose Cultures
-------------------|-------------------
homogeneous        | deviation is allowed |
more suicides       | e.g. Thailand       |
better products     | more crime          |
e.g. China          | heterogeneous       |
deviation is not allowed | lower population density |
safer              | found between larger cultures |

4. b
5.
   a) equality  
   b) merit  
   c) need   
   d) merit  
   e) need  
   f) equality
6. \textit{Gets bonus} | Need | Merit | Not get pay-cut
   Indians:           | 52%, 16% | Indians | 65%
   Americans:         | 16%, 49% | Americans | 41%
7. b, d
8. economic growth \text{ c}
   incentive \text{ d}
   innovative \text{ a}
   impact \text{ e}
   mental illness \text{ b}
9. a) higher levels of economy 
b) more competition leading to more crime, suicides, divorce and stress 
c) more social support and better health and less stress 
d) when an in-group member suffers, the others will also suffer
Unit 5, Part 2, Vocabulary page 72

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<thead>
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<td>2</td>
<td>distinct</td>
</tr>
<tr>
<td>3</td>
<td>adjust</td>
</tr>
<tr>
<td>4</td>
<td>impact</td>
</tr>
<tr>
<td>5</td>
<td>incentive</td>
</tr>
</tbody>
</table>

Unit 5, Part 4, Writing Techniques page 75

Ex. 2

follow the norm  
What is interesting about  
start on time and  
which can interrupt

Ex. 3

the wrong line  
is interesting that  
unaware of the confusion
Unit 6, Part 1, Study Guide page 83

1. a
2. I feel happiest when my in-group is happy.
3. c
4. That Asians are not friendly to strangers, don’t want to talk to strangers or lack conversational skills.
5. a, c, d
6. a, c, d, f
7. a) Japanese
   b) American
   c) American
   d) Japanese
8. A. false
   B. true
   C. true
   D. false
9. d
10. a

Unit 6, Part 2, Vocabulary page 85

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<th>Ex 1</th>
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<tbody>
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<td>1 initiated</td>
<td>involve</td>
</tr>
<tr>
<td>2 shifting</td>
<td>shifting</td>
</tr>
<tr>
<td>3 involved</td>
<td>deny</td>
</tr>
<tr>
<td>4 deny</td>
<td>insecure</td>
</tr>
<tr>
<td>5 insecure</td>
<td>initiated</td>
</tr>
</tbody>
</table>

Unit 6, Part 4, Writing Technique page 88

Ex. 1: example, individualist country, trip, pay, feed
Unit 7, Part 1 Study Guide page 97

1. deep breath, hesitate
2. b, d
3. no yes yes no
4. 1 and 4
5.

*Low-context people tend to say these.*  *High-context people tend to say these.*

<table>
<thead>
<tr>
<th>I want to…</th>
<th>Maybe we could …</th>
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<tbody>
<tr>
<td>We should …</td>
<td>I’m not sure.</td>
</tr>
<tr>
<td>I really don’t like …</td>
<td>It could be fun.</td>
</tr>
<tr>
<td>I know …</td>
<td>What do you think?</td>
</tr>
</tbody>
</table>

6.  a) high  
   b) high  
   c) low  
   d) high  
   e) low  
   f) answers vary

7.  a) homogeneous  
    b) homogeneous  
    c) heterogeneous  
    d) homogeneous  
    e) heterogeneous

8. a, b
9. a
10. b
11. a, c, d
12. c
13. a
14. varied answers
15. c
16. a
17. a, c
18. varied answers
Unit 7, Part 2, Vocabulary page 102

<table>
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<td>impose</td>
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</tr>
<tr>
<td>2</td>
<td>rejected</td>
<td>impose</td>
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<tr>
<td>3</td>
<td>interpret</td>
<td>interprets</td>
</tr>
<tr>
<td>4</td>
<td>self-image</td>
<td>rejected</td>
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<tr>
<td>5</td>
<td>inappropriate</td>
<td>self-image</td>
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</tbody>
</table>

Unit 7, Part 4, Writing Technique page 105

Ex. 2

seems obvious that
According to
In this case
it appears that Angela
Clearly
There is evidence that
As explained in Cultural
certainly
Kehe and Kehe state that if
1. varied answers  
2. b  
3. b  
4. c  
5. Statements 2, 4, 7 and 8 are OK.

<table>
<thead>
<tr>
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<tbody>
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<td>1 reluctance</td>
<td>expertise</td>
</tr>
<tr>
<td>2 expertise</td>
<td>specific</td>
</tr>
<tr>
<td>3 major</td>
<td>reluctance</td>
</tr>
<tr>
<td>4 capable</td>
<td>major</td>
</tr>
<tr>
<td>5 specific</td>
<td>capable</td>
</tr>
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</table>

Unit 8, Part 4, Writing Technique: no answer key needed
Unit 9, Part 1, Study Guide page 126

1. a
2. a, c
3. a) submission  d) submission
   b) compromise  e) confrontation
   c) confrontation f) compromise
4. a
5. b
6. with the father
7. c

Unit 9, Part 2, Vocabulary page 128

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</tr>
<tr>
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<td>methods</td>
</tr>
<tr>
<td>4</td>
<td>methods</td>
<td>consistent</td>
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<tr>
<td>5</td>
<td>consistent</td>
<td>analyzing</td>
</tr>
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</table>

Unit 9, Part 4, Writing Technique page 131

Ex. 2

- strongly believed
- how unique and important
- boasting
- nobody in
- passage explained
- get the respect
- can speak modestly
- reading this
- Now I understand
- realize
- else that
- For example, one
- I like
- piece of information
- understand that
Unit 10, Part 1, Study Guide page 138

1. c
2. a
3. a, c
4. c
5. A
6. d
7. 1) probably will respect
   2) might not respect
   3) might not respect
   4) probably will respect
8. a
9. b

Unit 10, Part 2, Vocabulary page 140

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<td>modestly</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
<td>modestly</td>
<td>insight</td>
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Unit 10, Part 4, Writing Technique page 143

<table>
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<tr>
<th>Ex. 2</th>
<th>experiment involved</th>
<th>in fact, wrong</th>
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<tbody>
<tr>
<td></td>
<td>tried to identify</td>
<td>responded by saying</td>
</tr>
<tr>
<td></td>
<td>purposefully</td>
<td>Another important point</td>
</tr>
<tr>
<td></td>
<td>On top of that</td>
<td>historical</td>
</tr>
<tr>
<td></td>
<td>learned that</td>
<td>wrong is right simply</td>
</tr>
<tr>
<td></td>
<td>pressure from</td>
<td>also significant</td>
</tr>
<tr>
<td></td>
<td>significant in several</td>
<td>together</td>
</tr>
<tr>
<td></td>
<td>me, this shows</td>
<td></td>
</tr>
</tbody>
</table>

This page is photocopyable for classroom use.
1. a 7. b  
2. c 8. a  
3. a, c, e, f 9. c  
4. a 10. a  
5. b 11. American, Asian  
6. a) external 12. Asian, American  
b) internal 13. b, c  
c) internal  
d) external  
e) external  
f) internal  

**Unit 11, Part 2, Vocabulary** page 155

<table>
<thead>
<tr>
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<td>1 attributed</td>
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<td>factor</td>
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<tr>
<td>3 innate</td>
<td>credited</td>
</tr>
<tr>
<td>4 credited</td>
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<tr>
<td>5 attained</td>
<td>attributed</td>
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</table>

**Unit 11, Part 4, Writing Technique** page 158

*Ex. 2, part 1*

authors describe contrast
“exact” person In fact
general time aspect concerning
good chance
Researchers found

*Ex. 2, part 2*

found some new understand
realize that important point
significant because that it is significant
after reading not serious
Unit 12, Part 1, Study Guide page 168

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

Unit 12, Part 2, Vocabulary page 171

<table>
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<tr>
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<td>installed</td>
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<tr>
<td>3</td>
<td>diverse</td>
<td>diverse</td>
</tr>
<tr>
<td>4</td>
<td>installed</td>
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</tr>
<tr>
<td>5</td>
<td>ethnic group</td>
<td>ethnic groups</td>
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</table>

Unit 12, Part 4, Writing Technique page 174

Ex. 1
1) c
2) a
3) b

Ex. 4
a) repeated
b) good

Ex. 5
a) good
b) repeated

Ex. 2
2 a) good
   b) repeated
3 a) repeated
   b) good
4 a) good
   b) repeated

Ex. 8
1 a) good
   b) weak
2 a) weak
   b) good
1. A) individualist  
   B) collectivist  
   C) collectivist  
   D) individualist  
   E) collectivist  

2. b  

3. 2, 3, 1  

4. a) horizontal  
   b) vertical  
   c) vertical  
   d) horizontal  
   e) horizontal  
   f) vertical  

5. a, c, d  

6. a) Chinese  
   b) Colombians  
   c) men  

7. a) men  
   b) men  
   c) women  
   d) women  

<table>
<thead>
<tr>
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<tr>
<td>3</td>
<td>convincing</td>
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<tr>
<td>4</td>
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</tr>
<tr>
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<td>priority</td>
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</table>

Unit 13, Part 1, Study Guide page 187  
Unit 13, Part 2, Vocabulary page 189
Ex. 2 would prefer to hire individualist workers

According to Cultural
The authors are saying that individualists
As a boss, I would
Kehe & Kehe (2014) state, communication” (p. 37). In other

 technique for my workers
He appreciated my compliment,
I would want employees who
improvement” (Kehe & Kehe, 2014, p. 102).

to be successful, I believe that
these goals most effectively

Ex. 3 Parts of the essay

Thesis statement
1st topic sentence
1st quote
Explanation of 1st quote
Relating 1st quote to thesis statement
2nd topic sentence
2nd quote
Explanation of 2nd quote
Relating 2nd quote to thesis statement
3rd topic sentence
3rd quote
Explanation of 3rd quote
Relating 3rd quote to thesis statement
Conclusion
Unit 14, Part 1, Study Guide page 204

1. strange normal 3. a) American
   normal strange b) Chinese
2. a, d  c) American
   d) Chinese
4. d
5. b
6. a
7. a
8. b

Unit 14, Part 2, Vocabulary page 206

<table>
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<tr>
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<td>mutual gain</td>
</tr>
<tr>
<td>2</td>
<td>source</td>
<td>neutral</td>
</tr>
<tr>
<td>3</td>
<td>foundation</td>
<td>foundation</td>
</tr>
<tr>
<td>4</td>
<td>mutual gain</td>
<td>retrain</td>
</tr>
<tr>
<td>5</td>
<td>restrain</td>
<td>source</td>
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</table>

Unit 14, Part 4, Writing Technique page 209

Ex. 2

why their relationship was not successful. the fundamental error
One conflict that they For example, he
the refrigerator (Dustin, 2010). as roommates,
& Kehe (2014), collectivists such should be prepared
use non-verbal Hao may need to be
things out (Kehe & Kehe, 2014) References
true feelings (Dustin, 2010).

Ex. 3

1. Introduction and thesis statement
2a. Josh didn’t want to share
3. Using non-verbal signals
3a. Kehe & Kehe
3b. Dustin
4. Fundamental error of attribution
4b. Hao attributed weak points to personality of out-group’s personality
5. We should realize that there are good reasons for behavior.