Small-Group Discussions
for
Cultural Differences

The purpose and recommended procedure for doing small-group discussions are described in Unit 1 in Cultural Differences (the student text). In addition to the discussion questions for each unit, we have included at the end of this section an printable/photocopyable evaluation form that we have used to provide each student feedback about their participation in the discussions.

Please note that the discussion questions on the following pages are photocopyable. They can also be printed for free at www.ProLinguaAssociates.com
Small-Group Discussion for Unit 1

*Do not write the answers. Do not look at your partners’ pages.*

**Student A**

**Directions**

Read these clarification and discussion questions to your partners, and answer theirs.

1. Explain why the reply card confused the American professor in ¶ 1 and 2 (paragraphs 1 and 2).

4. Explain how the expression “ethnocentrism” is connected to the study about drawing maps in ¶ 4.

7. **This is for discussion. All of us should respond.** In ¶ 8, the article mentions “norms” for how students should dress. Why do you think that some countries require students to wear uniforms?


13. In ¶ 9, near the end of the paragraph, it says “i.e. patterns of behavior.” What does “i.e.” mean?

16. Let’s check our answers to these:  
   1) Study guide on pages 5 and 6  
   2) Vocabulary exercises on pages 7 and 8

**Note:** ¶ is the symbol for paragraph.
Small-Group Discussion for Unit 1

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 1 and 2 (paragraphs 1 and 2), did the clerk put the “X” on the wrong line? Explain.

5. This is a discussion question. All of us should answer this. Do you think that you are ethnocentric? In other words, do you think that your country is better than other countries? Explain your answer.

8. Explain the word “taboo” in ¶ 9.

11. This is for discussion. All of us should respond. Is polygamy a taboo in your country?

14. This is a discussion question. Each of us should express an opinion. What is one custom from your country that you think would be good for other countries to have?

Note: ¶ is the symbol for paragraph.
Small-Group Discussion for Unit 1

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. In your country, how would hotel clerks mark this type of reply card?


9. Tell me if this is a taboo in your culture. You are standing in line to buy a ticket at a movie theater. Suddenly, a man walks from the back of the line to the front, and he buys his ticket. Would going to the front of the line be a taboo in your country?

12. This is for discussion. All of us should respond. In ¶ 9 (paragraph 9), in this example about the people in Africa, do you think that it is strange that polygamy is the norm? Explain your answer.

15. This is for discussion. All of us should answer this. What is one custom from a different country that you think would be good for your country to have?

Note: ¶ is the symbol for paragraph.
Small-Group Discussion for Unit 2

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 11 on page 28.

4. Explain what the writers mean by “they called attention to the inequality” in ¶ 3.

7. Give an example of what a positive consequence might be.

10. This is for discussion. All of us should respond. If you were a four-year-old in the experiment with the pieces of food, would you behave more like an American or Asian child as a receiver and sharer? Explain your answer.

13. On p. 21, what did you write for Steps 2 and 3?

16. According to ¶ 9 and 10, what are the differences in individualists’ goals and collectivists’ goals?

19. Look at ¶ 11. Can you summarize the different attitudes that Mexican and American mothers have about aggressive children and why they have those attitudes?

22. Let’s check our answers to these:

1) Our answers to the “Preview Questions” on page 18
2) Study Guide on pages 26 to 28
3) Vocabulary exercises on pages 28 and 29
Small-Group Discussion for Unit 2

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 2, why do you think the experimenter left the room?

5. For this question, do not look at your book. Summarize what the American four-year-olds did with their pieces of food. (After you try to answer, you can look at the book in ¶ 3.)

8. In ¶ 3, near the end of the paragraph, there’s the expression, “e.g.” What does “e.g.” mean?

11. This is for discussion. All of us should respond. When you were a child, did you treat your friends equally? Were there some children whom you did not like very much so you didn’t treat well? Or did you treat them well even though you didn’t like them very much? Give some examples.

14. This is a discussion question. All of us should answer this. Are you surprised that you tend to be a collectivist or an individualist? Explain your reasons.

17. This is for discussion. All of us should respond. In general, are your goals similar to collectivist’s or individualists’ goals?

20. This is a discussion question. Each of us should express an opinion. ¶ 15 and 16 discuss independence. Do you think that your family has treated you more like a collectivist or an individualist concerning independence? Give some examples.
Small-Group Discussion for Unit 2

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. For this question, do not look at your book. How did the researchers know whether or not the children shared their food with the other children? (After you try to answer, you can look at the book in ¶ 2.)

6. In ¶ 3, it says that “they mentioned a positive or negative consequence.” Then, it says, “I won’t be your friend if you won’t give me some.” Is this an example of a positive or negative consequence?

9. ¶ 5 mentions “norms.” What did we learn from the study of the four-year-olds about some norms in Asian and American cultures?

12. Look at the chart after ¶ 6. Compare and discuss your answers to the 14 Statements in Step 1.

15. Explain what the word “respectively” means in ¶ 9.

18. This is a discussion question. Each of us should express an opinion. Imagine that you have a boyfriend or girlfriend whom you would like to marry. If your parents said that they didn’t want you to marry this person, would you still marry him or her? Explain.

21. This is a discussion question. All of us should answer this. ¶ 17 mentions nepotism. Is this common in your country? Do you feel it causes problems, or is it a good system? Give some examples.
Small-Group Discussion for Unit 3

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 17 on page 43.

4. Look at the last sentence in ¶ 1. It says that collectivists do not see themselves as separate from others. How is this information connected to floods and drought and people who don’t have much money?

7. I don’t understand what “affluent” means in the second sentence in ¶ 3.

10. In the middle of ¶ 4, it says, “Needless to say, Ken dresses and behaves quite differently from Tony because of the influence of his in-group.” I’m not sure what this means.

13. ¶ 4 talks about family and in-groups. Is it possible that someone’s family is not an in-group for that person?

16. This is for discussion. All of us should respond. In your culture, are students expected to join many groups, or just one? Did you join any clubs in high school?

19. In ¶ 11, what does “extended family” mean?

22. This is for discussion. All of us should respond. Does your culture use teknonyms? Can you give me an example?

25. This is for discussion. All of us should respond. Do you agree with Dr. Chao that Dr. Douglas should have repaid the favor and hired Ms. Wang?
Small-Group Discussion for Unit 3

Do not write the answers. Do not look at your partners' pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 1, can you explain what “drought” means in the third sentence?

5. This is for discussion. All of us should respond. In ¶ 2, it talks about being excluded from a group and conforming to a group. Let’s say that your in-group members decided to take a trip together, but you really didn’t want to go. However, if you don’t go, your in-group might exclude you in the future. Which would be worse for you: to be excluded from the group, or to be forced to conform to the group and go on the trip?

8. In ¶ 3, can you help me understand the connections between affluence and people feeling more independent?

11. This is for discussion. All of us should respond. Who are the members of your most important in-group?

14. This is for discussion. All of us should respond. Would you ask your in-group members questions like “How much money do you make?” or “What kind of sex life do you have?”

17. In ¶ 9, in the first sentence, why is the word “the” italicized?

20. ¶ 12 says that collectivists try very hard to maintain harmony in their groups. Could you help me understand why it doesn’t say that individualists also try very hard to maintain harmony?

23. This is for discussion. All of us should respond. In ¶ 13, the Greek secretary sounded rude on the phone because she thought the caller was a member of an out-group. Are people in your culture more polite to members of their in-group than out-group?

26 Let’s check our answers to these:
1) Our answers to the “Preview Questions” on page 34
2) Study Guide on pages 40 to 43
3) Vocabulary exercises on pages 44 and 45
Small-Group Discussion for Unit 3

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. Do people in your country tend to stay in their hometowns most of their lives, or do many of them move away? Has your family stayed in the same hometown?

6. This is for discussion. All of us should respond. In ¶ 2, there is an example of the woman and the coat. Do you feel pressure in your country to wear certain clothes as this woman did?

9. This is for discussion. All of us should respond. In your hometown, are there a lot of jobs to choose from, or are people mainly farmers?

12. This is for discussion. All of us should respond. In ¶ 4, the tenth sentence says “norms, goals and values shape the behavior of its members.” Give me an example of how your in-group has shaped you.

15. For this question, do not look at your book. Collectivists and individualists have different attitudes toward clubs. Can you summarize these attitudes? (After you try to answer, you can look at the book in ¶ 7 to 9.)

18. This is for discussion. All of us should respond. ¶ 10 mentions calling a friend at 2:00 a.m. Would you think that it is strange to call a friend at 2:00 a.m. to talk about a problem?

21. In ¶ 12, I’m really confused by the term “technonyms.” What are they?

24. For this question, do not look at your book. Can you summarize the story about Dr. Chao and Dr. Douglas and the reason why Dr. Chao was disappointed in Dr. Douglas? (After you try to answer, you can look at ¶ 14 to 15.)
Small-Group Discussion for Unit 4

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 13 on page 56.

4. In ¶ 2, in the first sentence, it says, “…this is an incorrect assumption.” What assumption is incorrect?

7. According to ¶ 4, why does conformity have a negative connotation for individualists?

10. Can you explain the difference between a confederate and a subject in ¶ 6?

13. In ¶ 7, what percent of the true subjects gave the wrong answer? Why did they do that?

16. For this question, do not look at your book. Explain what “anti-conformity choices” are. (After you try to answer, you can look at the book in ¶ 8.)

19. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 50
   2) Study Guide on pages 54 to 56
   3) Vocabulary exercises on pages 56 to 58
Small-Group Discussion for Unit 4

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 1, can you explain why a woman in East Asia probably would not want to order that type of coffee?

5. For this question, do not look at your book. There was an experiment in which children chose a puzzle. What does the “puzzle” experiment show us? (After you try to answer, you can look at the book in ¶ 2.)

8. This is for discussion. All of us should respond. Let’s say that your classmate dresses differently from the others, has an unusual hairstyle, and eats unusual food for lunch. Would you think that this person is immature and unnatural, or would you think that they are interesting (in other words, you would have a positive feeling about them)? Explain.

11. In ¶ 6, it discusses a “conformity” experiment. Why did Asch, the researcher, tell the subjects that the experiment was about eye vision rather than about conformity?

14. This is for discussion. All of us should respond. According to the Asch experiment, 33% of the time, subjects gave the wrong answer in order to conform to the group. Do you think that this is bad for society, or is it good? Explain.

17. Why did 34% of the Japanese make anti-conformity choices?
Small-Group Discussion for Unit 4

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. When you are in your country, would you avoid ordering a type of drink because people might think that you are hard to get along with?

6. This is for discussion. All of us should respond. Did your parents teach you that it was very important to obey your elders, respect traditions and follow social norms? Can you give an example of how they taught you these?

9. ¶ 5 discusses the experiment about the color of pens. For one minute, re-read that paragraph. Then, don’t look at the book and tell about the experiment in your own words.

12. If your friend asked you to explain about the Asch experiment, how would you describe it?

15. In ¶ 8, how many Japanese made anti-conformity choices?

18. This is for discussion. All of us should respond. Do you think that you tend to make conformity or anti-conformity choices when you are in your country?
Small-Group Discussion for Unit 5

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 10 on page 71.

4. In ¶ 2, there is a story about the teacher who killed a student. Is this an example of a tight or loose culture? Explain.

7. Why do heterogeneous cultures tend to be loose?

10. Don’t look at your book when you answer this. The authors tell about hair color, perms, color of clothes, pierced ears and style of walking. Can you summarize how all of these are connected to tight cultures? (After you try to answer, you can look at the book in ¶ 9 to 12.)

13. This is for discussion. All of us should respond. Which do you like better: living in a tight culture or a loose culture?

16. One type of company had a positive distribution. What does that mean?

19. How did the Indian students think that the money should be distributed?

22. For the companies that had a pay-cut, what did the Indians and Americans feel should happen?

25. When the American students chose the “merit” option, how did the researchers explain the reason?

28. In which type of countries do we find more social problems with crime, suicides and divorce? Why?

31. This is for discussion. All of us should respond. When you are in your country, do you feel like you have good social support? Explain.
Small-Group Discussion for Unit 5

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 1, the authors tell about black and red umbrellas. Is this an example of a tight or loose culture? Explain.

5. Did everyone criticize the teacher, or did some people excuse his actions? Explain.

8. ¶ 5 mentions “homogeneous.” Are the members of our group right now homogeneous or heterogeneous? Explain.

11. According ¶ 14, what is one disadvantage of a loose culture?

14. These next questions are about ¶ 15 to 21. Silently re-read these paragraphs. Then, don’t look at those paragraphs while you answer these next questions, Numbers 15 to 19. Student C will ask question 15.

17. For the companies that had a $200 bonus, what were the 5 options?

20. This is for discussion. All of us should respond. Do you agree with the American or Indian students? Explain.

23. This is for discussion. All of us should respond. Do you agree with the Indian or American students about the pay-cut? Explain.

26. How did the researchers explain the reason why the Indian students chose the “need” option?

29. How do experts explain the reason why collectivists seem to have less stress?

32. This is for discussion. All of us should respond. When one of your in-group members has a problem, does it cause you yourself a lot of stress? Explain.
Small-Group Discussion for Unit 5

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is a discussion question. All of us should answer this. Does your culture have a similar norm about special colors for males and other colors for females?

6. In ¶ 4, what does “heterogeneous” mean?

9. Don’t look at your book when you answer this. What are one advantage and one disadvantage to tight cultures? (After you try to answer, you can look at the book in ¶ 6.)

12. This is for discussion. All of us should respond. Is your culture tight or loose? Give some examples.

15. In the study about the companies, describe the two types of workers.

18. How did the American students think that the money should be distributed?

21. One type of company had a negative distribution. What does that mean?

24. This is for discussion. All of us should respond. Let’s say that you are an especially hard worker, and your boss cuts your pay the same as the other workers. How would you feel?

27. In which type of countries do we find higher levels of economic growth? Why?

30. This is for discussion. All of us should respond. Do you think that there is more stress in your country, or in other countries? Explain.

33. Let’s check our answers to these:
1) Our answers to the “Preview Questions” on page 63
2) Study Guide on pages 70 and 71
3) Vocabulary exercises on pages 72 and 73
Small-Group Discussion for Unit 6

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 11 on page 84.

4. This is for discussion. All of us should respond. In your country, who are the members of your most important in-group? How did you become a member of this in-group?

7. In ¶ 4, the last sentence mentions, “initiated conversations.” Let’s say that you and I are strangers at a party. How would you initiate a conversation with me?

10. In ¶ 5, in the middle, it says, collectivists “do not usually choose their in-groups.” Explain how they become members of an in-group.

13. ¶ 7 says, “her confusion could be cleared up.” Explain how the research about complimenting would help Karen understand why her students didn’t compliment her more.

16. This is for discussion. All of us should respond. In ¶ 11, it talks about accepting and extending praise. Let’s say someone says to you, “I like your shirt.” What could you say to accept and extend this praise?

19. This is for discussion. All of us should respond. Do you expect your friends to compliment you? Why or why not?

22. I’m really confused about ¶ 15. How can compliments cause problems for a group’s harmony?
Small-Group Discussion for Unit 6

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. **This is for discussion. All of us should respond.** Do you feel pressure to conform to your in-group members?

5. **This is for discussion. All of us should respond.** Do you feel comfortable meeting and talking to people who are not part of your in-group?

8. In ¶ 5, according to researchers, are Asians lazy and not friendly about starting conversations?

11. **This is for discussion. All of us should respond.** In ¶ 5, it mentions “party skills.” Do you think that you have good party skills? Explain your answer.

14. In ¶ 9, it says that some compliments are about appearance and personalities. Can you give me an example of both of these?

17. **This is for discussion. All of us should respond.** If someone from your country said to you, “I like your essay,” what would you say to that person?

20. **This is for discussion. All of us should respond.** Let’s say that you gave me a compliment. For example, you tell me that you like my car. How would you feel if I didn’t say anything to you in response? In other words, I was just silent.

23. **This is for discussion. All of us should respond.** Do your family members compliment you, and do you compliment them? Why or why not?
Small-Group Discussion for Unit 6

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. **This is for discussion. All of us should respond.** Which of these two situations would make you happier?
   - Situation 1: On a test, you get 100%, but your in-group members fail the test.
   - Situation 2: On a test, you and your in-group members all get 85%.

6. In ¶ 4, what does this second sentence mean, “In fact, researchers have found that both Asians and Westerners share this perception”?

9. In ¶ 5, what is the answer to the question in the first sentence?

12. ¶ 6 mentions that students were asked to write their opinions about their teacher at the end of the term. Is this a common custom in your country? In other words, are students asked to write their opinions about their teachers?

15. This whole section talks about complimenting. Please give me a compliment now. Both of you should give me a compliment.

18. Explain the first sentence in ¶ 13.

21. For this question, do not look at your book. Summarize why, at the party, Jane complimented Sara, Jack and Bill. (After you try to answer, you can look at ¶ 14.)

24. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 78
   2) Study Guide on pages 83 and 84
   3) Vocabulary exercises on pages 85 and 86
Small-Group Discussion for Unit 7

Do not write the answers. Do not look at your partners' pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 19 on page 101.

4. In ¶ 6 it says, “Yumi was giving non-verbal signals.” What does this mean?

7. This is for discussion. All of us should respond. In ¶ 8 to 9, it gives examples of a low-context and high-context conversation. When you are making plans with a friend, are you more like the low- or high-context people? Give some examples.

10. This is for discussion. All of us should respond. Do you ever feel uncomfortable or frustrated when you make plans because the other person is a high- or low-context person? Give some examples.

13. This is for discussion. All of us should respond. Imagine that you wanted to marry someone, but your parents did not want you to. What do you think that your parents would do?

16. This is for discussion. All of us should respond. Is your country considered to be homogeneous or heterogeneous? Do you like it that way? Or do you wish it were different?

19. In that same situation about Lee and Julia, if Julia decided to spell things out for Lee, what would she say to him?

22. This is for discussion. All of us should respond. Let’s say that I invited you to a party at my place next weekend, but you do not want to come. What would you say to me?

25. For this question, do not look at your book. Summarize the situation about the American teacher at a university in Asia. (After you try to answer, you can look at the book in ¶ 19.)

28. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 91
   2) Study Guide on pages 97 to 101
   3) Vocabulary exercises on pages 102 and 103
Small-Group Discussion for Unit 7

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. For this question, do not look at your book. Summarize the reason why Yumi didn’t tell the truth to the American tourists about swimming in Kyushu. (After you try to answer, you can look at the book in ¶ 1 to 6.)

5. In ¶ 7, what does the word “gestures” mean in the second sentence?

8. In ¶ 10, the first sentence says, “High-context speakers try to avoid expressing their preference directly because this could cause disharmony.” Can you explain what this means?

11. In ¶ 13, what does “homogeneous” mean? Are the students in our class homogeneous according to nationalities?

14. This is a discussion question. All of us should respond to this. Explain an example of a situation in which you, or someone that you knew, lost face.

17. In the middle of ¶ 15, we can find the phrase, “spell things out.” What does this mean?

20. At the end of ¶ 16, there is the example of the professor who is looking at the clock on the wall. Is this an example of high context or low context?

23. In the last line in ¶ 18, it says that the woman “could lose face if she feels forced to explain that, in fact, he left her.” If she had to explain the truth, why would she lose face?

26. This is for discussion. All of us should respond. Do you think that this situation in ¶ 19 — about the Asian university and a lost form — could happen in your country? Explain.
Small-Group Discussion for Unit 7

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. Can you understand why Yumi didn’t tell the truth, or do you think that her actions were “strange”?

6. According to ¶ 7, the Japanese have 16 ways of expressing “no” without saying the word “no.” Give some examples of how someone can express “no” without saying the word “no.”

9. In ¶ 12, the second sentence says, “Speaker A would probably feel frustrated because Speaker D wouldn’t clearly express a preference, and Speaker D would feel powerless because it would appear that Speaker A was acting bossy and trying to take control.” Can you explain what this means?

12. In ¶ 14, there is a story about tea and bananas. At the end of the paragraph, it says that the man’s mother did “not lose face.” Can you explain why she didn’t lose face?

15. In ¶ 15, in the second sentence, there is the word “heterogeneous.” Are the students in this class heterogeneous according to age?

18. Imagine that there is a boy named Lee and girl named Julia. Lee asks Julia for a date, but she doesn’t want to go because Lee’s clothes are always dirty. How could she tell him that she didn’t want to go but let him save face?

21. This is for discussion. All of us should respond. Imagine that you are feeling cold because a window is open. Do you know ways to non-verbally show someone that you are cold?

24. This is for discussion. All of us should respond. ¶19 talks about white lies. Tell me a white lie now.

27. Explain the last sentence in ¶ 19. “In sum, the administration was more concerned about saving face than about honest communication with this teacher.”
Small-Group Discussion for Unit 8

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 6 on page 115.

4. This is for discussion. All of us should respond. Explain an example of a situation in which you used non-verbal signals to say something to someone.

7. This is for discussion. All of us should respond. Tell about an experience that you had in which you felt pressure to do something that you really didn’t want to do. Did you react like Mariko did?

10. This is for discussion. All of us should respond. Is group work popular in schools in your country? Explain.

13. This is for discussion. All of us should respond. Do you do peer editing in your country?

16. For this question, do not look at your book. How did the Asians feel about the Americans, and how did the Americans feel about the Asians? (After you try to answer, you can look at ¶ 8 to 9.)
Small-Group Discussion for Unit 8

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. For this question, do not look at your book. Can you summarize for me the problem between the Iraqi and the American and the Gulf War? (After you try to answer, you can look at the book in ¶ 1.)

5. For this question, do not look at your book. Can you explain why Linda felt that Mariko had lied to her? (After you try to answer, you can look at the book in ¶ 2.)

8. Look ¶ 4, the last sentence. Explain why the authors say, “…for some students from Asian countries, peer-editing activities may cause some trouble.”

11. This is for discussion. All of us should respond. Do you enjoy doing group work, or do you prefer “teacher” lectures? Explain.

14. For this question, do not look at your book. What did the Asian students say about their classmates’ essays? Why? (After you try to answer, you can look at the book in ¶ 8.)

17. This is for discussion. All of us should respond. If you did peer editing with some Americans, would you do it more like the Asians or the Americans? Explain.
Small-Group Discussion for Unit 8

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. Do you think that politicians in your country negotiate like the Iraqi diplomat or the American diplomat in ¶ 1?

6. This is for discussion. All of us should respond. In the situation about Mariko and Linda in ¶ 2, if you were a classmate of Linda’s, and she volunteered for you to do some extra work, but you didn’t want to do it, what would you do?

9. In ¶ 5 at the end of the first sentence, it says, “…the combined expertise that the group can offer.” What does this mean?

12. For this question, do not look at your book. Describe the steps for peer editing. (After you try to answer, you can look at ¶ 6.)

15. For this question, do not look at your book. What did the American students say about their classmates’ essays? Why? (After you try to answer, you can look at ¶ 8.)

18. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 109
   2) Study Guide on pages 114 and 115
   3) Vocabulary exercises on pages 115 and 116
Small-Group Discussion for Unit 9

*Do not write the answers. Do not look at your partners’ pages.*

**Student A**

**Directions**

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 8 on page 127.

4. After the president finds out the truth, what do you think he would do?

7. *This is for discussion. All of us should respond.* Do you think that the president should meet with the two workers separately or together? Explain your reasons.

10. *This is for discussion. All of us should respond.* Look at the question at the end of Scenario 1 in ¶ 6. Let’s compare how we would respond to the teacher and explain our reasons.

13. Summarize the problem in ¶ 8, Scenario 3.

16. *This is for discussion. All of us should respond.* Look at ¶ 10. Look at the results for Scenario 1 about the teacher. What is one thing that you think is interesting, or surprising, about these results?

19. Paragraph 12 explains the German students’ preference to submit to a friend but to confront their fathers. Summarize the reason for this.
Small-Group Discussion for Unit 9

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. For this question, do not look at your book. There was a conflict between two workers. What was the conflict? (After you try to answer, you can look at ¶ 1 to 4.)

5. In ¶ 4, it says that “there would be less risk that the conflict would get worse.” How do you think that the conflict could get worse?

8. This is for discussion. All of us should respond. Think of a conflict that you had with someone. Summarize the conflict. Did you try to find out the truth, or did you try to maintain harmony?

11. Summarize the problem in ¶ 7, Scenario 2.

14. This is for discussion. All of us should respond. Look at the question at the end of ¶ 8, Scenario 3. Let’s compare how we would respond to our fathers and explain our reasons.

17. This is for discussion. All of us should respond. Look at ¶ 10. Look at the results for Scenario 2 about a best friend. What is one thing that you think is interesting, or surprising, about these results?

20. This is for discussion. All of us should respond. Do you have feelings that are similar to, or different from, the German students about this, meaning a preference to submit to a friend, but to confront your father?
Small-Group Discussion for Unit 9

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. In ¶ 3, it says that the American students felt that the president should find out the truth. What exactly is the president trying to find out?

6. According to ¶ 4, the Chinese were not as interested in learning the truth. Does that seem “strange” to you? How can they solve a conflict if they don’t know the truth?

9. Summarize the problem in ¶ 6, Scenario 1.

12. This is for discussion. All of us should respond. Look at the question at the end of ¶ 7, Scenario 2. Let’s compare how we would respond to the friend and explain our reasons.

15. This is for discussion. All of us should respond. Look at Exercise 1 at the end of ¶ 8. In general, did you choose confrontation, submission or compromise? Are you surprised?

18. This is for discussion. All of us should respond. Look at ¶ 10. Look at the results for Scenario 3 about the father. What is one thing that you think is interesting, or surprising, about these results?

21. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 120
   2) Study Guide on pages 126 and 127
   3) Vocabulary exercises on pages 128 and 129
Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 10 on page 140.

4. In ¶ 1 in the last sentence, it says that the maid “was hiding her distress.” What caused her distress?

7. For this question, do not look at your book. The authors say that individualists have a negative view of silence. To them, silence can mean four things. What are the four things? (After you try to answer, you can look at the book in ¶ 3.)

10. This is for discussion. All of us should respond. In your culture, which is more common: a speaker says that his speech will be unique and interesting, or a speaker who says that his speech might not be very good?

13. In ¶ 8, it says a collectivist husband might say, “My wife is not a very good cook.” Why would he say this?
Small-Group Discussion for Unit 10

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 1, in the third sentence, it says that some people smile “to avoid a conflict.” Can you explain how a smile can avoid a conflict?

5. This is for discussion. All of us should respond. Are you sometimes confused when you see people smile? Give me an example.

8. This is for discussion. All of us should respond. Do you sometimes feel uncomfortable if someone is silent, or if someone is not silent? Give me an example.

11. This is for discussion. All of us should respond. Which type of speakers do you prefer: ones who are modest about themselves, or ones who emphasize their strong points? Explain.

14. This is for discussion. All of us should respond. Do your family members speak modestly about each other? For example, would your father say that your mother is not a good cook? Would your parents tell people that you are not a good student? How would these comments make you feel?
Small-Group Discussion for Unit 10

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. Do you sometimes smile to avoid a conflict or to hide embarrassment or to hide anger? Give me an example of when you have done this.

6. For this question, do not look at your book. The authors say that collectivists use silence for several reasons. What are two or three reasons? (After you try to answer, you can look at ¶ 3.)

9. For this one, do not look at your book. There is a story about an American Professor, Dr. Folk, who gave a lecture at a university in Asia. Summarize this story and explain the cultural problem. (After you have tried to summarize it, you can look at ¶ 4 and 5.)

12. In ¶ 7, it says, “A reverse misunderstanding can happen when a collectivist speaks modestly to an individualist.” Can you give me an example of a reverse misunderstanding that is not in the book?

15. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 134
   2) Study Guide on pages 138 to 140
   3) Vocabulary exercises on pages 140 and 141
Small-Group Discussion for Unit 11

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 14 on page 154.

4. For this question, do not look at your book. In ¶ 6, there is a story about a misunderstanding between two students, Jack, a polite American, and Tamako, an Asian, at an American university. Summarize the story. (After you try to summarize, you can look at ¶ 6.)

7. Paragraph 8 discusses internal and external attributions. If I say to you, “It’s hard for me to discuss this article because it’s too noisy in this classroom,” is this an internal or external attribution?

10. In ¶ 12, look at the list of reasons. Which of these reasons are internal attributions, and which are external attributions?

13. This is for discussion. All of us should respond. Which of these two factors do you feel is the reason why most students are successful in school: hard work or ability? Give some examples.


19. This is for discussion. All of us should respond. If you were Jay’s instructor, would you give Jay a passing grade? Explain.
Small-Group Discussion for Unit 11

Do not write the answers. Do not look at your partners’ pages.

2. This is for discussion. All of us should respond. Look at ¶ 2. If you were in your country in this situation, what would you think if a stranger of the opposite sex smiled at you?

5. Explain why Tamako thought Jack was her boyfriend.

8. If I say to you, “It’s hard for me to discuss this article. I didn’t understand the article,” is this an internal or external attribution?

11. According to the research in ¶ 14, why do Asian students do better in math than American students?

14. In ¶ 15, look at the research study of first graders. If you were a student in this study, do you think that you would be more like the Asian students or American students? Explain.

17. How is this Asian proverb connected to Jay, the Asian student? (After you try to answer, you can look at ¶ 17.)

20. This is for discussion. All of us should respond. For our class, if a student works very hard and does all the assignments but doesn’t do good work, should that student pass?
Small-Group Discussion for Unit 11

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. In ¶ 5, the authors talk about party skills. Can you summarize what the authors are saying in this paragraph?

6. This is for discussion. All of us should respond. Were you surprised that Tamako thought that Jack was her new boyfriend?

9. This is for discussion. All of us should respond. Think about a test in which you did not do well. Tell us what the test was. Why did you not do well? In your answer, are you making an internal or external attribution?

12. According to ¶ 14, why do American students tend to be less motivated academically than Asian students?

15. Paragraphs 16 to 17 discuss success as a result of ability or hard work. Summarize the difference between Americans’ and Asians’ explanations for success.

18. Imagine that I am Jay, and you are my American instructor. What would you say to me about my grade?

21. Let’s check our answers to these:
1) Our answers to the “Preview Questions” on page 146
2) Study Guide on pages 152 to 154
3) Vocabulary exercises on pages 155 and 156
Small-Group Discussion for Unit 12

Do not write the answers. Do not look at your partners’ pages.

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 11 on page 170.

4. Paragraphs 2 and 3 discuss “situation” and “disposition/personality” attributions. If I say that the dinner tasted terrible because the vegetables were not fresh, is that a situation or a personality attribution?

7. This is for discussion. All of us should respond. Tell us about a time when you got a low grade and the reason why you got that low grade. Then we will tell you if you made an internal attribution or an external attribution.

10. This is for discussion. All of us should respond. In ¶ 6, it says, “He believes the negative action of an out-group to be caused by internal factors (their personalities or other internal traits).” Give me an example of when you attributed a negative action by someone to their personality or other traits.

13. Paragraph 10 discusses some research about Hindu and Muslim shopkeepers. The last sentence of this paragraph says, “… the Hindu clerks were able to maintain a positive image about their in-group by imagining especially good characteristics about their (Hindu) in-group and imagining negative characteristics about their (Muslim) out-group.” Explain what this means.

16. Do you sometimes have negative opinions about people from a foreign country?
Small-Group Discussion for Unit 12

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. For this question, do not look at your book. There was a story about a German student, Dieter, and an American student. The American didn’t like the way Dieter gave money to a clerk. Summarize this story. (After you try to answer, you can look at ¶1.)

5. Let’s say that I make dinner for you, but it tastes terrible. If I say that the reason why it tastes terrible is because I’m just learning how to cook, is that a situation attribution or a personality attribution?

8. For this question, do not look at your book. There is a story about a Canadian student with Chinese neighbors and Canadian neighbors. Summarize this story and explain why the authors tell it. (After you try to answer, you can look at ¶ 5 to 6.)

11. This is about Spike, the dog in ¶ 9. Imagine that Spike made a mess on the floor. Who will say that Spike did this because he accidentally ate some bad food that caused him to get sick: a cat or another dog?

14. Imagine that you are having a conversation with someone who is not from your country, and that person will not make eye contact with you. Will you probably think that this is because the person is dishonest, or shy, or because the person is showing you respect?

17. Let’s check our answers to these:
1) Our answers to the “Preview Questions” on page 163
2) Study Guide on pages 168 to 170
3) Vocabulary exercises on pages 171 and 172
Small-Group Discussion for Unit 12

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. In your country, do people give cashiers money directly into their hands, as Americans do, or do they put it on the counter, as Germans do?

6. This is for discussion. All of us should respond. Think of something that you had a problem with, or a mistake that you made. Explain why you had this problem, or made that mistake. Then we will tell you if you made a situation attribution or a personality attribution.

9. Paragraph 5 tells about Andy, the Canadian student, who thought Chinese students were rude. Do you think that it was strange that he thought the Chinese students were rude but that he thought the walls were too thin when he realized that it was a Canadian who was noisy?

12. Who will say that Spike made a mess on the floor because he has bad manners: a cat or another dog?

15. In ¶ 13, there is a story about an electronic shop. Why do the authors tell this story?
Small-Group Discussion for Unit 13

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 8 on page 188.

4. Look at the Questionnaire in ¶ 3 about relationships. Let’s discuss our answers.

7. Paragraph 5 discusses the most valuable relationships in different cultures. Were any of these relationships surprising to you?

10. This is for discussion. All of us should respond. If you married someone from a different culture, do you think that there would be problems between your spouse and your parents? Explain.

13. This is for discussion. All of us should respond. If you are a collectivist, would you like to marry an individualist? If you are an individualist, would you like to marry a collectivist?

16. For this question, do not look at your book. Researchers asked people about the importance of chastity. Tell me which countries said chastity was necessary, was important, and was not important. (After you try to answer, you can look at ¶ 10.)

19. Let’s check our answers to these:
1) Our answers to the “Preview Questions” on page 181
2) Study Guide on pages 187 and 188
3) Vocabulary exercises on pages 189 and 190
Small-Group Discussion for Unit 13

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. For this question, do not look at your book. A man kills someone. Researchers asked some Chinese and Americans to explain the reason why he did it. What did the Chinese and Americans tend to say? (After you try to answer, you can look at ¶ 1.)

5. For this question, do not look at your book. There is a story about a Vietnamese man who wanted to emigrate to the U.S. Summarize this story. (After you try to summarize it, you can look at ¶ 4.)

8. This is for discussion. All of us should respond. What is the most important relationship to you?

11. For this question, do not look at your book. The book talks about collectivists, individualists and divorce. Which types of marriage are most and least successful? (After you answer this, you can look at ¶ 6.)

14. This is for discussion. All of us should respond. Look at ¶ 8. Let’s compare our answers and explain our reasons.

17. This is for discussion. All of us should respond. Were you surprised by the results concerning chastity? Explain.
Small-Group Discussion for Unit 13

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. Do you agree with the Chinese, or the American reason for the murder? Explain.

6. This is for discussion. All of us should respond. Imagine that you are a man. If you had to choose whether to bring your mother or wife to a different country, which would you choose?

9. For this question, do not look at your book. The book says that when a collectivist and individualist get married, there might be some problems as a result of their cultural differences and/or a mother-in-law. Explain what the problems might be. (After you answer this, you can look at ¶ 6.)

12. This is for discussion. All of us should respond. Would you like to marry someone from a different culture? Explain.

15. In ¶ 9, look at the results of some research that is explained about important characteristics for a future spouse. Do you agree with this information?

18. For this question, do not look at your book. Comparing men and women, what did research say about the importance of beauty, age and wealth? (After you try to answer, you can look at ¶ 11 to 12.)
Small-Group Discussion for Unit 14

Do not write the answers. Do not look at your partners’ pages.

Student A

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

1. All of us should read our Study Guide question that we wrote for Question 9 on page 205.

4. In ¶ 2, it says that Russians are suspicious if a stranger smiles at them. Why would they be suspicious?

7. In ¶ 3, if we look at the emoticons that Japanese and Americans use, what do they tell us about how they read (in other words, interpret) emotions?

10. This is for discussion. All of us should respond. In ¶ 5, look at the questionnaire. Let’s compare and discuss our answers.

13. This is for discussion. All of us should respond. Look at the question in ¶ 12. How did you answer this?

16. For this question, do not look at your book. Explain about the level of happiness of the people who live in the slums in India. (After you try to answer, you can look at ¶ 17.)

19. This is for discussion. All of us should respond. In general, are you happy these days? What is the reason?

22. This is for discussion. All of us should respond. Do you tend to worry about whether or not you are happy?
Small-Group Discussion for Unit 14

Do not write the answers. Do not look at your partners’ pages.

Student B

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

2. In ¶ 2, it says that Americans control their facial expressions the least. What does that mean?

5. This is for discussion. All of us should respond. Do people from your culture smile at each other and at strangers?

8. This is for discussion. All of us should respond. Do you use emoticons when you send messages? What type do you use?

11. This is for discussion. All of us should respond. In general, were your answers more similar to the Chinese, or to the American students? (See ¶ 6 to 9).

14. For this question, do not look at your book. What did the actor Brad Pitt do that was surprising? (After you try to answer, you can look at the book in ¶ 15.)

17. This is for discussion. All of us should respond. This question is about ¶ 18 to 20. Think of a goal that you have that could make you happy. Tell us what it is.

20. For this question, do not look at your book. The book talks about negative experiences and happiness. Explain how collectivists and individualists look at negative experiences. (After you try to answer, you can look at the book in ¶ 21.)

23. This is our final discussion. All of us should respond. After reading this textbook, would you rather live in a collectivist country, or an individualist country? Explain.
Small-Group Discussion for Unit 14

Do not write the answers. Do not look at your partners’ pages.

Student C

Directions

Read these clarification and discussion questions to your partners, and answer theirs.

3. This is for discussion. All of us should respond. Do people from your culture usually smile in their pictures?

6. This is for discussion. All of us should respond. If you see a stranger and that person smiles at you, how do you feel?

9. This is for discussion. All of us should respond. When you try to read (or interpret) someone’s emotions, do you tend to look at their eyes, or at their mouths?

12. This is for discussion. All of us should respond. In ¶ 10, look at the questionnaire results. Are you more like the Chinese or the American students?

15. This is for discussion. All of us should respond. Do you think what Brad Pitt did would be common, or unusual, in your country?

18. This is for discussion. All of us should respond. This question is connected to the previous question. If you achieve that goal, which would be the reason for your happiness?
   a) I would be especially happy because it would make other people happy.
   b) I would be especially happy because it made me happy.

21. This is for discussion. All of us should respond. Imagine that you had an interview for a good job, but you didn’t get the job. Would you see this experience as a positive event that could lead you to greater happiness?

24. Let’s check our answers to these:
   1) Our answers to the “Preview Questions” on page 197
   2) Study Guide on pages 204 and 205
   3) Vocabulary exercises on pages 206 and 207
Small-Group Discussion
Participation Evaluation

Name _________________________

___ You make a good effort during the discussions. You give your opinion, make comments and ask your group members questions about their comments and opinions. You show that you read and understood the units well. Even when something is challenging, you try to discuss it. Good work!

___ You sometimes make a good effort during the discussions, but at other times you seem passive. You sometimes give your opinion, make comments and ask your group members questions about their comments and opinions. You show that you read and understood the units well. However, sometimes, when something is challenging, you don’t make an effort. You sometimes do well, but you should try to be consistently more active.

___ You sometimes do not make a serious effort during the discussions. You tend to give short answers and don’t ask your group members questions about their comments or opinions. When something is challenging, you seem to depend on your group members to do all the work, and you don’t say much. You need to be more active to show that you understood the unit.

Date _________________        Instructor ___________________________