Teacher’s Notes for Bridging the Cross-Cultural Gap

1: An Introduction to Intercultural Communication

Activity Set 1 (pages 3–5)

Task 1:
Answers will vary.
Discuss the most common definition of culture (i.e., a set of customs, values, and/or beliefs) as well as one or two other alternatives (i.e., attitudes, conventions, social forms, or material characteristics) so that students have a sense of the broad scope of culture.

Task 2:
Answers will vary.
Emphasize that intercultural communication cannot be simply portrayed as a linear, binary process and that it is actually multifaceted and dynamic. Since cultures are living and constantly changing and since meaning operates at many different levels, the process of intercultural communication must also have the same type of flexibility and fluidity.
Task 3:
Answers will vary.

Share the story of an American who spent a summer in Japan as an undergraduate student. The student was baffled that the Japanese undergraduates were reluctant to share their opinions, even on topics that did not seem very controversial; for example, which type of dinner was preferred or which sports team would do well. Friendship manifested itself in one culture with a direct exchange of opinions while the other culture attempted to harmonize an opinion expressed (if one was expressed at all) with the opinions of those in the immediate vicinity.

Task 4:
There are four different scenes: the car ride, the introductions at the hotel entrance, walking through the hotel, and sitting in the hotel room. The physical environment consisted of bright, neon lights, busy, nonstop activity, new cars and electronic devices, and a clean environment (maybe at times to the point of sterility). The participants are: an older, slightly washed-up actor being paid a lot of money for TV and billboard ads that sell whiskey, Japanese business professionals from the advertising firm hosting the actor’s visit to Tokyo, employees of Park Hyatt Tokyo, and clients and visitors attending events at the hotel. The types of interaction observed include greetings at the hotel entrance, the exchange of business cards, gifts, a faxed message, and bowing. The Japanese seem to prefer a more formal, serious type of interaction, while the Americans seem to feel most comfortable with a more informal, less serious interaction. Americans sometimes employ humor. The Japanese often use gift-giving for a wider array of events and attach greater importance to the exchange of business cards and bowing as a sign of respect and deference. Americans like to smile a lot, even when meeting strangers or business acquaintances.

Task 5:
Answers will vary.

Teach students that often when haggling or bargaining for a particular item, a person must be ready to challenge the position or statements made by the other party (often about the perceived quality of the product or service). This is especially true regarding the price. A failure to haggle or bargain properly in some cultures will result in more one-sided business deals and greater customer dissatisfaction. Although we can learn a lot about other cultures by watching movies or TV, remind students that the vast majority of these productions were made to make money and to entertain. In order to try and make people laugh and build comic tension, cultural stereotyping is often employed based on projected viewers. It is often the case that movie clips can mislead by portraying interactions that are not realistic or authentic. Encourage students to use critical thinking skills to determine which aspects of these interactions are useful in building intercultural competence and which aspects hinder understanding and appreciation of other cultures.
Activity Set 2 (pages 6–7)

Task 6:
Answers will vary.
Consider using this example to point out that gestures are one way to help someone understand your message. A native speaker of Czech and a native speaker of Arabic were trying to communicate in English (Arent, 1998). The Arabic speaker knew no Czech and the Czech speaker knew no Arabic. The Czech speaker said, “I want…some cover,” and he pointed to the keffiyehs or headdresses for sale. The Arabic speaker said, “I don’t understand…just talk!” Since the Czech speaker was not able to speak English well due to his level of proficiency, he walked over to the particular item he was interested in and held it up. People can use gestures, draw pictures, or even hold objects up to help convey the focus of a particular conversation.

Task 7:
The first communication difficulty encountered was a language gap caused because the hospital staff did not appear to speak much English and Bob and Charlotte did not know much Japanese. Another communication difficulty was a failure by the Americans to note the subtle nonverbal messages sent by host country nationals. The Japanese woman in the waiting room was asking Bob where he was from (and her circular gesture was meant to represent the world). To bridge the language and culture gaps, the two used gestures, facial expressions, laughter, imitation, and repetition.

Activity Set 3 (pages 9–11)

Task 8:
Answers will vary.
Personalize the discussion by focusing on your own strengths and weaknesses in active listening, while emphasizing to the students that no one covers all seven areas equally well all the time.

Task 9:
Suggest students visit busy shopping malls or marketplaces for this particular exercise. Remind students to time themselves to make sure they actually practice the active listening techniques for at least 15 minutes. Discuss adjustments that may be necessary due to the noise levels or physical disturbances. Talk about how people are often not aware of how to adjust in such circumstances since they happen so quickly.
Task 10:
Recommend comedies or situation comedies since they often have conversations in busy places. While communication strategies are often the main focus of tasks, require students to note details about the program (name, participants, and situations). Encourage them to think about how the strategies might be affected by these details.

Task 11:
Answers will vary.
Challenge students to be creative. The accomplishments do not need to be restricted to those associated with education.

Task 12:
Answers will vary.
The exercise does not specify that students need to share the frustrating moments to anyone other than their role play partner. Due to sensitive topics, solicit volunteers rather than opening a large group discussion.

Activity Set 4 (pages 12–13)

Task 13:
Answers will vary.
Explain the pros and cons of excelling in either fluency or accuracy. Ask students what one gains by sacrificing one or the other. Of course, every language learner wants to excel in both, but time pressures and vocabulary limitations associated with specific speaking situations have a significant effect on both fluency and accuracy.

Task 14:
Answers will vary.
Speaking in front of a camera differs from speaking directly to another person since the audience cannot be readily visualized. Generate a class discussion by asking if students’ answers depend on the topics discussed in the interviews. Discuss what types of mistakes are overlooked in interviews and which are more memorable and noticeable. Poll the students and see how many would opt out of a live interview if it had to occur in a second language. Compare that number to how many would opt out if the same type of interview could take place in their native language instead.

Task 15:
This task is designed to show how language and culture gaps can be overcome with the help of semi-proficient speakers of the target language. After the speeches, tell students that
perfection is not required, and one of the best ways to learn is to remain open-minded and learn about the target culture.

**Activity Set 5 (pages 15–17)**

Task 16:
Answers will vary.

Solicit volunteers to share their abbreviations. Create a master list on the board and encourage students to use abbreviations that they are comfortable with.

Task 17:

1. Intercultural communication is a broad and complex field involving hundreds of variables associated with humans. Three general factors affect intercultural communication: verbal communication, nonverbal communication, and situational familiarity.
2. The subtopics are verbal communication, nonverbal communication, and situational familiarity.
3. *Exhaust* means *use* or *cover*.
4. as much as 75%
5. False
6. True
7. 120,000
8. Answers will vary based on overall familiarity with the situation and previous cultural experiences.

**Transcript of Lecture Excerpt for Task 17, Activity Set 5: Intercultural Communication**

Today I’m going to introduce you to some of the key ideas associated with the field of intercultural communication. Intercultural communication is a very broad area. To give you an idea of just how broad it is, imagine what needs to be considered about culture—like values and traditions—plus all the points connected with human communication—like verbal and nonverbal cues. Can you visualize just how much ground is covered? We could probably talk for ten years on this subject and still not exhaust all of the material.

Intercultural communication can be quite complicated. Because there are so many variables—probably hundreds—associated with human beings, it’s not really possible to talk about strictly controlled scientific experiments in this field, as might be possible for hard sciences like chemistry or biology. There is much that we’ve learned in the past 40 or so years of research, but we need to remember that intercultural communication is a soft science and that no single study in this field can possibly control all of the relevant factors that affect the people included in the research.
Despite these variables, three general factors influence most intercultural interactions: verbal communication, nonverbal communication, and situational familiarity. The first area, verbal communication, involves both spoken and written language. At this point, we can talk about speech sounds, words and sentences, meanings, major language groups, and dialects. Knowing when to start talking and when to stop, or turn-taking, is also part of verbal communication. Even if the language mode is written, it’s considered verbal communication.

The second area is nonverbal communication. Silence is included in this subtopic, along with physical appearance, posture, gestures, eye contact, space, and touch. Some researchers even go as far as to say that when you converse with someone, your body language is as much as 75 percent of the message that your audience receives, which means that your words might count for only 25 percent.

The last major area we’re going to talk about is situational familiarity. Whenever we are faced with a situation, we use our cultural experiences to determine what type of response is most appropriate. For example, let’s say that you have just bought a nice, high-definition TV at an electronics appliance store. You asked two of your friends to help you take it home because it’s so large. After spending an hour and a half loading it into your friend’s truck, driving home, unloading it in your apartment, and plugging everything in, you discover after all that effort, that it doesn’t work. What do you do? In some cultures, you would have every right to return the TV to the store where it was purchased and demand a full refund. In other cultures, you would be out of luck. How do you know when you have a right to complain and when you don’t have a right to complain? How do you know what words and actions would be appropriate to express that complaint? In the culture where you bought the TV, are you supposed to turn all red in the face and wave your hands wildly so that the shop clerk will know that you are serious? Is it better to use an indirect style, speak softly, and avoid eye contact? If your approach is too direct or strong, you could offend someone and may go to jail. If your response is too indirect, however, the shop clerk might not think your complaint is very serious and your problem might not get resolved. Your familiarity with a particular situation is closely associated with your cultural experiences and that plays a large role in how you communicate across cultures.

Intercultural communication skills will continue to be in high demand in the coming decades. Even in India, a country known for thousands of highly skilled, multi-lingual workers often employed in corporate outsourcing and telephone customer service occupations, approximately 120,000 bilingual positions will go unfilled because these positions require a strong working knowledge of English and at least one other language.1 This is according to MicKinney Consulting in 2006. An ability to communicate effectively with people from

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other languages and cultures is a highly desirable skill that often leads to rewarding and well-paid careers.

Whether you are looking for rewarding employment, whether you want to know how to effectively return a broken TV set, or whether you are simply interested in learning about other languages and cultures, the field of intercultural communication offers some interesting possibilities. Now, are there any questions?

2: Perceiving, Understanding, and Adjusting to Culture

Activity Set 1 (pages 20–24)

Task 1:
Let students know there are many ways to divide people into cultural groups or subcultural groups. Cultures and subcultures in this scene include Jewish, non-Jewish, Hasidic (and within this category there are different schools), other Jewish groups, religious groups, secular groups, men, women, children, adults, traditional people, non-traditional people, conformists, and non-conformists. Whether one is considered an insider or outsider depends on how the groups are defined. The behavior expected for each group will vary. One insult heard was when the two guests (dressed informally) were called animals because they disregarded the community ordinances about public displays of dancing and music. Guests were expected to share the cultural perspectives or values that were behind these neighborhood regulations. The people in the crowd were angry because they felt that their peaceful community had been disrupted for no clear reason and their very identities were under attack.

Task 2:
Since Harvard is one of the top universities in the United States and students who study there are considered intelligent, being able to converse in an intelligent manner on many subjects is what indicates people are Harvard insiders. One of the four men runs into trouble because he is unable to discuss history like a member of the ingroup. He has never taken any courses at Harvard, so it would be difficult for him to know what material would be discussed. He is rescued by another friend, however, who knows how to talk about the history of the early American colonies. He has such a grasp of the subject material that he can embarrass the graduate student by showing that the student does not really understand the ideas.
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Task 3:
Answers will vary.
Challenge students to think of more than obvious groupings, such as languages spoken or specific nationalities. Provide examples like clubs, sports, hobbies, or professional associations. Mention that everyone is an insider sometimes and an outsider other times depending on the topic. Focus attention on what specific language or behavior marks individuals as members of the particular in-groups they have listed. Ask small groups to share their answers.

Task 4:
Answers will vary.
Remind students to use these notes from Task 3 to help prepare their speech.

Task 5
This interview will take place at 2640 Steiner Street.

<table>
<thead>
<tr>
<th>Caller</th>
<th>Name</th>
<th>Words Spoken</th>
<th>Gender, Character, and In-Group</th>
</tr>
</thead>
</table>
| Caller 1 | Not given       | • In a band called Severe Tire Damage  
• Are your kids well behaved?  
• Few light slams                       | • Male  
• Unreliable  
• Abuses chemicals  
• Plays in a rock band  
• Hits children                                                  |
| Caller 2 | Ilsa Immerman   | • I want to know many children do you have?  
• I don’t work with the males, cuz I used to be one. | • Transgendered  
• Does not want to supervise boys  
• Has foreign accent                                                   |
| Caller 3 | Not given       | • Leila, get back in your cell!  
• Don’t make me get the hose!                           | • Female  
• Abuses children emotionally and physically  
• Has accent from southern United States                       |
| Caller 4 | Not given       | • I am job! I am job!                                                  | • Male  
• Does not understand English well enough for basic communication                            |
| Caller 5 | Mrs. Doubtfire  | • I’m calling in regards to the ad I read in the paper.  
• For the past 15 years, I’ve worked for the Smythe family of Alborne, England.  
• I’d love some heavy cooking.  
• Ta ta!                                      | • Female  
• Is a loyal and hard-working employee  
• Has done house cleaning, cooking, and childcare  
• Is strict about offering only healthy food  
• Has unidentified accent from England                            |
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Task 6:
The boyfriend felt that he did not have to hide anything that he had every right to talk to his girlfriend (Note: they were not engaged at that moment) in the car without having to explain much to the officer. The officer was enforcing a curfew and wanted to determine if the man and the woman in the car were members of the in-group of married or engaged couples. He thought it would be indecent for a boyfriend and girlfriend to be talking to each other in a car in that location late at night. The girlfriend wanted her boyfriend to be more polite to the officer and comply with his request for an identity card (so that the matter did not escalate further). The police officer and boyfriend were not able to reach an understanding because they each communicated their positions in a strong manner and were concerned about losing face if either party backed down. Gender and power differences might also explain the impasse. Answers will vary on the second-to-last question. The women celebrated the girlfriend’s engagement and upcoming wedding; everything was moved up quickly because of the incident with the police officer.

**Activity Set 2 (pages 25–28)**

Task 7:
Answers will vary.

Allow enough time to discuss suitable criteria. For example, criteria could include color (brightness, contrast, the overall mix), shadowing, dimensions (height, width, depth), or framing. Discuss how notions of beauty are heavily influenced by group memberships. Ask students to think about paintings on display in various museums of the world and notice how the notion of beauty has changed over time (for different groups in different locations). Generate discussion about how criteria are affected by culture.

Task 8:
Answers will vary. Definitions of art could focus on what is beautiful, what is ugly, and what is thought-provoking. In short, what types of works get a reaction from the viewer?

Ask students to think about who decides if something is beautiful, ugly, or thought-provoking. Can anyone make this determination or is it left to privileged members of society with high social status? Whether students regard all the slides as art or not matters less than how they justify their answers. The topic of standards for creative works has no easy answer. Appreciation of artistic works can be heavily influenced by ethnocentrism. Whether people consider a movie, musical piece, or painting good depends on whether they connect with the work. Such connections happen through the grid of culture, so ethnocentrism is always involved to some extent.
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Task 9:
The businessman was drunk when he makes all of his comments. He said that Cairo used to be better than Paris. The fashions appeared in Cairo first and people made sure the city looked clean and attractive. He said it was now an embarrassment to look at. In his opinion, the Cairene residents back then also had better manners. The businessman is an insider to the former rulers of Cairo, as well as the upper social classes and the leaders of the neighborhood where he lives. The contract does not get signed because the woman changes her mind and tears up the papers.

Task 10:
The students were required to use French on school grounds. Some aspects of the curriculum contain heavy doses of French nationalism, which the Lebanese students often resented. There appears to be significant social and emotional distance between the instructors and students. Ethnocentric behavior was evident in the classroom scene when the instructor scolded the student in front of the class.

**Activity Set 3 (pages 29–35)**

Task 11:
Answers will vary.

Discuss how these stereotypes may come from other groups residing in other locations as well as those closer to home.

Task 12:
Forrester mentions Jamal is black to see if he is really interested in working on his writing. He wanted to determine whether Jamal had strongly developed stereotypes of whites, which might interfere with their interracial friendship. Both writers have to move beyond the stereotypes and prejudices they’ve unconsciously acquired about each other’s in-groups if they will really be able to have a lasting friendship and learn from one another.

Task 13:
In the essay, the student faced the fact that some people did not accept her interracial friendship. She was upset because she felt their treatment was discriminatory. One stereotype at issue is that Latinos/Latinas are frequently involved in gangs, drugs, and violence. Another stereotype is that African Americans from the southern region of the United States are very tall with dark hair, wide noses, thick lips, and a noticeable accent. A third stereotype is that Caucasians in the United States who like country music dislike foreigners (or perhaps any person who looks or acts differently than they do).
Discuss student opinion about whether discrimination occurred. Remind students to offer reasons for their opinions. The last question may stir discussion about xenophobia and the different ways and places it emerges.

Task 14:
Answers will vary.

Tell students their misunderstandings may or may not be directly associated with a stereotype.

Task 15:
A sample chart that has been completed follows.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Pawnee</th>
<th>Lakota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair</td>
<td>• Mohawk</td>
<td>• Freshly washed</td>
</tr>
<tr>
<td></td>
<td>• Skin showing on top</td>
<td>• Well kept, combed</td>
</tr>
<tr>
<td>Clothing</td>
<td>• Bare chests</td>
<td>• Buckskin top</td>
</tr>
<tr>
<td></td>
<td>• Bear claw necklaces</td>
<td>• Bear claw necklaces</td>
</tr>
<tr>
<td>Actions</td>
<td>• Have council meeting on hillside</td>
<td>• Have council meeting in teepee</td>
</tr>
<tr>
<td></td>
<td>• Attack wagon driver</td>
<td>• Attempt to steal horse but cannot</td>
</tr>
<tr>
<td></td>
<td>• Shoot many arrows</td>
<td>• Stumble over fence and look</td>
</tr>
<tr>
<td></td>
<td>• Kill and scalp driver</td>
<td>comical and harmless</td>
</tr>
<tr>
<td></td>
<td>• Steal horses and mules</td>
<td>• Get injured</td>
</tr>
<tr>
<td></td>
<td>• Eat raw eggs</td>
<td></td>
</tr>
<tr>
<td>Motives</td>
<td>• Loot and plunder</td>
<td>• Reach understanding</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>• Completely negative</td>
<td>• Completely positive</td>
</tr>
</tbody>
</table>

Task 16:
The stereotype for the First Nations peoples (American Indians, Native Americans, or indigenous peoples of the Americas) is that they are defeated and/or quickly vanishing. Professor Sapir said his work with Ishi was the most difficult work he had ever attempted. The lessons to be learned from Ishi’s treatment are: 1) research participants must really agree to participate of their own free will; 2) the culture of each research participant must be respected; 3) no one should be pushed too hard (especially to the point of death), and 4) culture and language are closely linked together.

Task 17:
The Arabs are shown as terrorists and murderers who express little emotion. This portrayal makes them obstacles that the non-Arab stars of the film have to overcome. It also provides a backdrop for punch lines that provide comic relief for the audience members. The same
punch line may bother others. Remind students that everyone feels differently based on their own culture and individual perspectives.

Task 18:
The teachers says, “The Japanese pay me to do this!” He means that the only way that those living in United States can become less reliant on quality products from Japan is to become better educated so that they can design and manufacture quality products themselves.

Encourage groups to discuss if this is cultural stereotyping.

Task 19:
Stereotypes in the clip include: Russians are violent and somewhat stupid, Ukranians are obsessed with power, Peruvians are uncomplicated and superstitious, the First Nations peoples are poor fighters who are easily intimidated by those harnessing more sophisticated weapons, and Americans are intelligent and composed (but maybe a little too greedy).

Activity Set 4 (pages 37–39)

Task 20:
Answers will vary.

It may be impossible to prove or disprove the idea that language and culture can be separated, but encourage students to think about a variety of cultures and languages. Challenge them to think about their native culture and share ideas about how it can or cannot be separated from their native language.

Task 21:
1. Benjamin Lee Whorf proposed ideas about the influence of language on culture. His work has fascinated professors and students in four different fields: linguistics, philosophy, anthropology, and psychology.
2. a. He was not a university professor or teacher.
   b. His ideas have been actively debated in four different fields.
3. Over a period of 20 years beginning in the 1920s and extending through the 1940s.
4. Lifeless is dead or without any form of life.
5. He was influenced by the Theory of Relativity by Albert Einstein.
Transcript of Lecture Excerpt for Task 21, Activity Set 4: Benjamin Lee Whorf

In the academic world, most ground-breaking new ideas are presented and developed by well-educated professionals, employed as full-time researchers and instructors at famous colleges and universities. Benjamin Lee Whorf was an exceptional case. Although his ideas on language, culture and thought have impacted several different fields, he actually worked at an insurance company for two decades as a claims investigator. According to Penny Lee in *The Whorf Theory Complex*, published in 1996, (1996, pp.10–11) linguistics was only a hobby for Whorf, not a full-time occupation. So what did this amateur linguist say that other people found to be so thought-provoking?

Well, one of his most interesting ideas is that we know very little about how a person’s language system affects his or her view of the world. In Whorf’s classic 1956 text *Language, Thought and Reality* (1956, pp. 213–14), he said that every person forms his or her ideas according to the particular language systems that he or she knows. He said that what we notice in our environment, how we categorize things and what we consider important or unimportant are all processes that are organized by the linguistic systems in our minds. For example, in his study of the Hopi language in the southwestern United States—this was reported in the 1956 book (p. 114)—Whorf learned that Hopi has only one word for each type of object that flies through the air. English, on the other hand, uses several different words for objects that fly, such as an airplane or an aviator or a dragonfly. In fact, even categories such as animate object (meaning an object that is alive) and inanimate object (an object that is not alive) are also categories that operate differently from one language system to another. Although many English speakers would consider a given rock or stone to be an inanimate object and would not try and interact with it in any way, many speakers of First Nations (or American Indian) languages would consider the very same stone to be alive.

Another example from Whorf’s seminal book (1956, p. 135) involves empty cans of gasoline. Let’s say someone lights a cigarette near these empty cans and they explode. Whorf said accidents like this happen because, for that person, the cans were seen as empty. That person looked at those cans, which were actually filled with dangerous gasoline vapors, and processed them through his or her language system as “empty” and “harmless” containers. As an expert member of the insurance industry, Whorf based this example on actual cases involving firsthand reports of fires and explosions by people who were eyewitnesses to those events.

In his research, Whorf was influenced by Albert Einstein’s Theory of Relativity from physics in the 1920s and proposed his own principle of linguistic relativity. Whorf formed his ideas over a period of 20 years, beginning in the 1920s. Throughout his research, he
was trying to address the connections between language, the human mind, and reality. Whorf is generally considered to have an unusual place in academia because he was not a professor or teacher and also because his ideas have been actively debated in a number of different fields, including anthropology, linguistics, philosophy and psychology. If you want to know more about Whorf’s influence in all of these fields, look at Lee’s 1996 book (1996, p. 85). While the vast majority would agree that a particular culture can influence a particular language system, the exact extent that a given language system influences culture is still open to debate. We’ll discuss Whorf’s ideas again tomorrow. In the meantime, I refer you to Achard & Kemmer’s 2004 book and Gumperz & Levinson’s 1996 classic text if you’d like to get an overview of the many different types of studies conducted on linguistic relativity.

References


Activity Set 5 (pages 41–44)

Task 22:
Answers will vary.
Encourage students to list the symptoms that they have observed and how they have connected them to the specific stages of the adjustment cycle. Solicit volunteers to share their notes with the class.

Task 23:
Answers will vary.
As students share their notes, ask them to focus on the causes behind the culture clash.

Task 24:
In Essay 2, the student experienced culture clash at the restaurant regarding the procedure for waiting for a table (especially regarding the buzzer), the visibility of the seated customers to those waiting outside, the manner of delivery of the food, the policy on free water and soda refills, the lack of conversation after the food was eaten, the immediate departure, and the tip for the server. The serving practices in restaurants are usually different in Germany so her level of situational familiarity was relatively low (at least for this first visit). She learned that her past cultural experiences had shaped her expectations for the United States. She made adjustments and reported that her next visit to a restaurant had less culture clash.

Task 25:
Answers will vary.
Remind students to think about the topics discussed in the chapter and include them in their speech.

Task 26:
There were several instances of culture clash in this clip. The Japanese man was likely expecting more than one person to meet him from the organization and that they would all be formally attired. The expression *hai* in Japanese was mistaken by the Australian woman as *hi* in English. The woman was not expecting to act as a host for the visitor since she was asked to do this favor at the last minute. She thought her role was merely to provide transportation from the airport to the accommodations. The woman’s supervisor had had previous contact with Japanese business professionals and knew their expectations for more formality (regarding business cards and other matters) and was even able to converse in Japanese. Therefore, the supervisor was better able to avoid culture clash.

Task 27:
The waitress wondered if George wanted “the usual” which was interpreted as George as an insult (that he was too predictable). Jerry is offered an Armani suit as a gift, but he feels uncomfortable accepting it since it’s expensive, he hardly knows the person giving it to him, and he doesn’t even really like the gift giver. Kramer asks Jerry to safeguard the board game that he is playing with another resident so that there is no possibility of cheating. The small talk exchanges between Elaine and her British boyfriend are misunderstood. They both end up feeling insulted. George’s new girlfriend says that his watch is the same one that her boyfriend has. George interprets that as a rejection. Jerry, however, thinks that she really withdrew from George because of his comments about manure. Kenny says that the soup he is ordering in the restaurant does not qualify as a meal, which is Jerry’s price for receiving the Armani suit, but Jerry views the meal differently. He thinks his obligation to reciprocate is fulfilled.
Activity Set 6 (pages 45–46)

Task 28:
In the essay, the student was robbed at gun point outside a bus station. Allow enough time for students to talk about why this happened. Some students may point out that he never should have left the inside section of the bus station. Others may say that he needed fresh air and a cigarette because he had such a long time to wait. Ask students to discuss what he should have done when Tyrese asked him for five dollars. He perhaps should have declined. By taking his wallet out and opening it up, he unintentionally showed Tyrese how much money he had in his pocket and that was likely one of the major reasons that he was later assaulted and robbed by Tyrese and his four accomplices. Tyrese’s question about the army may have been to determine if the student knew how to defend himself from an attack. Explain that since the student was not familiar with this particular situation and how to handle it because it involved different linguistic and behavioral norms than those found in a classroom, he did not realize until much later how he was being tested. It is a delicate matter sometimes to demonstrate trust to a stranger who may actually have harmful intentions. The student learned through this painful and frightening experience that he needed to maintain better boundaries with strangers. Give students time to discuss the stereotype and their own personal experiences.

Task 29:
Answers will vary.
Explain that the major focus of this task is to carefully examine the underlying cultural expectations of a situation (so that behavior which seems to be peculiar and unexpected at first glance might be seen as more predictable and typical later).

Task 30:
He gets her attention by giving the real teacher money and claiming he wants to teach a class before his pending death. He experienced culture clash when the students did not laugh at his jokes. The students had likely never encountered an informal teacher who wanted to teach them contemporary slang. These classroom scenes are not very realistic. It’s hard to imagine any teacher attempting to begin a teaching career in such a fashion. The stereotype of Americans shown is that they are only interested in romantic love. The stereotypes of Vietnamese shown are that they do not have a good sense of humor and are too stiff and formal in their interactions. The American man said that he was Sherlock Holmes when the real reason for his entry into the classroom was discovered (that he simply wanted to date the other man’s sister).
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3: Understanding Spoken Language

Activity Set 1 (pages 49–50)

Task 1:
Refer to Table 2 on page 48 of the main text for possible answers.

Task 2:
Possible answers: Text messaging: ok i gtg but txt me wn u no cu l8r (OK, I’ve got to go, but text me when you know. See you later). Email: OK, I’ve gotta go, but get back to me when you know. Talk to you later.

Task 3:
Answers will vary.
Examples could include:
:0
:-)
:D
|=<3
:P

Task 4:
Answers will vary.
Students will likely be able to share examples from their own lives or from others whom they know well. To avoid overly vague claims and generalizations, students might want to focus on just a few cultures.

Activity Set 2 (pages 54–66)

Task 5:
The older turtle told the fish to find an exit buddy and then listen to the proper exiting technique from the small turtle, Squirt. They had trouble understanding Squirt because he speaks like a child does in English and also speaks in a different dialect—Australian English. It is sometimes hard to tell the difference between a language and a dialect. Mutual intelligibility is the main criterion, but that alone is not always enough. The small turtle gave them this advice: “Rip it! Roll it! Punch it!”
Task 6:
Answers will vary.
Suggest students choose a specific area of linguistics like phonetics, phonology, morphology, syntax, semantics, or pragmatics to focus on in their speech.

Task 7:
The PFJ is the People’s Front of Judea and the JPF is the Judean People’s Front. Yes, there is a difference in meaning. They refer to two different groups. The graffiti was supposed to tell the Romans to go home. Since there were numerous grammatical mistakes in the message, the intended meaning of the message was not conveyed to the Roman audience.

Task 8:
The sentences are tied together through rhymes and also through an emphasis on open class or content words. The words that rhyme and the open class words appear most frequently on the cue cards.

Task 9:
Some ideas students can use to define language include that it is unique to humans and it exhibits creativity and initiative. Speaking is an important aspect of daily life for people throughout the world. Language involves knowledge of grammar rules and includes all the core areas of linguistics (phonetics, phonology, morphology, syntax, semantics, and pragmatics). Language is both simple (since any child can learn any given language) and complex (nuances of meaning exist at all levels and ambiguous utterances are common). People know the correct expressions in a given language because of their understanding of the rules of grammar for that particular language.

Task 10:
There is no limit to the size of a possible sentence. Humans can take all possible components of meaning in a given language and rearrange them as needed into different combinations to express the particular messages intended.

Task 11:
The three key expressions for this English dialect are You bet (or You betcha), That’s different (or It’s different) and Whatever. You bet means a number of different things such as Sure, I agree with you and No problem. That’s different means that the person has an opinion, which may be negative or more neutral, and is not expressing it. Whatever can mean several things. It can mean the person is indifferent or the person has resigned themselves to news but is not happy to hear it. You bet and Whatever have more than one meaning.
Teacher's Notes for *Bridging the Cross-Cultural Gap*

**Task 12:**
Yana and Yahi are related dialects from neighboring tribes, but they are not mutually intelligible so the Yana interpreter had difficulty communicating with Ishi. The anthropology researchers regarded culture as consisting of objects (clothing, weapons, pottery, baskets, etc.), linear structures for kinship relationships (aunts, uncles, brothers, sisters, etc.), and stories about the past, present, and future. Ishi represented a culture that likely had a very different way of looking at the world with entirely different concepts. A taboo encountered by Professor Kroeber was refusing to talk about anyone from his tribe who had died. Ishi considered it taboo since talking about deceased members could be interpreted by his people’s spirits as a summons to appear. Since he was the only member of the tribe left, Kroeber was unable to determine much about his family. The “Tale of Wood Duck” and other stories were difficult to understand because the researchers did not have adequate knowledge of Yahi culture to understand what the stories really meant, even though most of the words could be translated. This difficulty illustrates that language and culture are inextricably intertwined. A person cannot really understand one without understanding the other.

**Task 13:**
Answers will vary.

Inform the students that their presentations will probably be more interesting if students focus on sounds that may be less common among the world’s languages. If possible, partners should be people who do not know the presenter’s native language well.

**Task 14:**
The riddle has two possible interpretations. *Speak friend and enter* can mean: 1) If you are a friend, you will know what the password is (because it’s not written down anywhere) and the doors will open for you when you say that expression (whatever it is); or 2) If you say the word for friend (in this case in Elvish), the doors will open for you. The correct meaning in this case was the second one. The dwarves likely wrote the sentence the way they did knowing that an enemy (orc, troll, etc.) would be unlikely to know the correct code to speak (in this case, Elvish).

**Task 15:**
Ask students to choose a movie with at least two cultures. Encourage them to review the content from the chapter and include it in their review.

**Task 16:**
There are several codes evident. The lieutenant, the governor, and the daughter of the governor spoke a variety of British English that represents a high social class and was used to keep order with the troops and others. Some of the foot soldiers and Captain Jack
Teacher’s Notes for *Bridging the Cross-Cultural Gap*

Sparrow spoke more working class varieties of British English. The particular manner of talking adopted by Johnny Depp for Captain Jack Sparrow’s character is based on a British dialect spoken by Keith Richards of the Rolling Stones (according to Depp) and was used to convey less education and rebellion.

Task 17:
The different codes heard in this segment include Latin (*terra firma*, functioning as a more educated and sophisticated way of referring to the land), U.S. English (functioning as the main way to communicate), French (functioning as an official language of government in Algeria), Quranic Arabic (functioning as a call to prayer), Algerian Arabic/Berber (functioning as the communication tool for the boys who carried the luggage into the village).

Task 18:
Answers for the third column will vary.

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Meaning for California Surfers in the 1980s</th>
<th>Translation in Your English Code Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>totally</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td><em>rad</em></td>
<td>cool</td>
<td></td>
</tr>
<tr>
<td><em>in the tube/tubular</em></td>
<td>taking the highest risk</td>
<td></td>
</tr>
<tr>
<td><em>crankin’</em> (adjective)</td>
<td>awesome</td>
<td></td>
</tr>
<tr>
<td><em>gnarly</em></td>
<td>impressive</td>
<td>cool</td>
</tr>
<tr>
<td><em>hairball</em></td>
<td>sweet</td>
<td>wow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word or Phrase</th>
<th>Meaning for Valley Girls in the 1980s</th>
<th>Translation in Your English Code Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>totally</td>
<td>very</td>
<td></td>
</tr>
<tr>
<td><em>bitchin’</em></td>
<td>exciting</td>
<td>fun</td>
</tr>
<tr>
<td><em>the max</em></td>
<td>the ultimate</td>
<td></td>
</tr>
<tr>
<td><em>tubular</em></td>
<td>interesting</td>
<td>great</td>
</tr>
<tr>
<td><em>grody</em></td>
<td>gross</td>
<td>disgusting</td>
</tr>
<tr>
<td><em>bag your face</em></td>
<td>go away</td>
<td></td>
</tr>
<tr>
<td><em>gag me with a spoon</em></td>
<td>that's disgusting</td>
<td></td>
</tr>
</tbody>
</table>
Task 19:
Codes evident in this clip include U.S. English (in the radio broadcast), British English (in the radio broadcast), Belgian English (in the telephone conversations), French (among the hotel workers at the front desk), and Hutu (in the walkie talkie orders). There are many speech acts including: requests, commands, invitations, acceptances, and refusals. The term *acts of genocide* was used to soften the weight of the expression *genocide*, which of course has a very strong negative meaning. *Acts of genocide* implies that the instances did not represent *genocide*.

Task 20:
Answers will vary.

The English vocabulary increased because scholars adopted words from Greek and Latin. The work of William Shakespeare left a lasting impact on English in several ways:

1. The international prestige of English was enhanced substantially through the popularity of Shakespeare’s plays.
2. He coined many new words.
3. He introduced many idioms that are still in use today.
4. He represented many different varieties of English (as used in England and other parts of the world).

### 4: Understanding Silent Language

**Activity Set 1 (pages 68–69)**

Task 1:
Challenge students to include a visual presentation, such as a physical demonstration of the behavior they are presenting. Teach students that this would help the audience visualize and better understand how that particular form of nonverbal communication works in their home cultures.

Task 2:
Give students some information that in U.S. legal proceedings, some people convicted of violent offenses are required to undergo a psychiatric evaluation and treatment. Sometimes they receive a lighter sentence.

The younger man (the convicted offender) is silent and wants to show that he does not have to speak at all if he chooses. He feels he can maintain control over the situation. The older man (the psychiatrist) wants to show the younger man that he will respect his boundary of silence as long as necessary. In other words, he won’t relent on his requirement that the younger man put more effort into the sessions so they will then have more value. The silence
represents a type of power struggle between the two men. Neither wants to give in to the other. Talking in this scene would demonstrate weakness; perhaps that the person who talks does not really mean what he says or that he has given in to the demands of the other. When both men were silent in this scene for the entire hour of therapy, they each demonstrated that they have strong willpower, that they are true to their own word, and that they want to have their boundaries respected. The psychiatrist knows this power struggle was important to the future of their relationship, which moves toward a true friendship from that point.

Task 3:
Possible answers include:
1. the U.S. soldier gesturing “have a seat”
2. the gift of coffee and sugar
3. the physical imitation of a buffalo
4. the gift of buffalo hides and excess rations
5. facial expressions such as smiles and looks of surprise
6. space (sitting together in close proximity in a makeshift circle to demonstrate positive intent).

Activity Set 2 (pages 72–84)

Task 4:
Answers will vary.
Encourage students to think about the functions of silence (to demonstrate respect, sadness, anger, etc.) as well as the forms of silence (a 5-second pause or a 25-second pause). Also have students think about whether silence occurs with other audible sounds like breathing or with other forms of nonverbal communication like gestures or facial expressions.

Task 5:
Answers will vary.
Remind students that most cultures will have more than one way to take turns depending on the level of formality required for a particular situation. Note that observing turn-taking differences between two cultures may be difficult for students who have not lived in the new culture very long or who have had limited life experiences. Adjust the level of detail required for this task according to the specific backgrounds and needs of your students.

Task 6:
Treebeard says that there would be a gathering of Ents, called an Entmoot, to determine if the Ents would go to war. After many hours, the Ents greet each other and reach a decision
that the hobbits were not orcs (their main enemy). The hobbits had hoped that they had spent time discussing whether to go to war or not and were disappointed to learn that they hadn’t even addressed that item on the agenda yet. Merry expresses frustration. Treebeard tells him not to be hasty. Merry counters that their friends were out there fighting a war and needed help. Treebeard replies that the language they speak, Old Entish, requires a long period of time to say anything and so they only take time to say something if it’s important. In other words, the length of turns in Old Entish is probably much greater than in any other language and patience in the turn-taking process is essential.

To help students answer the last two questions, have them think of situations in which turn-taking norms differ according to situation. In many languages, turn-taking norms often shift when a true emergency occurs. The hobbits define the situation as an emergency, but the Ents did not (at least in the beginning). The impatience of the hobbits then is due to two factors: the different rules for turn-taking across two cultures—hobbits have less wait time between turns and shorter turn lengths than Ents typically do—and their different assessments of what constitutes an emergency and requires a quick response.

Task 7:
Answers will vary.

Although the amount of silent language in a particular film will depend on the overall storyline and the type of interaction portrayed, challenge students to review movies that have at least three scenes in which silent language plays a major role in the overall communication.

Task 8:
The Japanese word at issue is *hai* and the English word is *desert*. The Japanese man tries to explain the different meanings and uses of *hai*, while the Australian woman tries to help him to pronounce *desert* correctly (so that it doesn’t sound like *dessert*). There are probably several reasons the man does not tell the truth. Perhaps he does not want to embarrass his host by explaining his discomfort, he loses face through the English corrections, or he may want to adhere to his Japanese culture that places great value on maintaining harmonious relations (even if truth is compromised somewhat in the process).

Task 9:
Answers will vary.

Focus student attention on the value placed on honor in different cultures. The extent to which a person loses face in a situation sometimes depends on whether personal honor, family honor, company honor, religious honor, or cultural or ethnic honor is at stake. The conflict over the bike is eventually resolved when both parties agree to share the bike.
Task 10:

<table>
<thead>
<tr>
<th>Victor’s Three Points on How to Act Like a Real Indian</th>
<th>Thomas’s Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point 1:</strong></td>
<td></td>
</tr>
<tr>
<td>• Be stoic.</td>
<td>• He stopped smiling and tried to look serious.</td>
</tr>
<tr>
<td>• Don’t smile or grin.</td>
<td></td>
</tr>
<tr>
<td>• Look mean like a warrior.</td>
<td></td>
</tr>
<tr>
<td><strong>Point 2:</strong></td>
<td></td>
</tr>
<tr>
<td>• Free your long hair.</td>
<td>• He took out his braids and combed his long hair.</td>
</tr>
<tr>
<td>• Don’t wear braids.</td>
<td></td>
</tr>
<tr>
<td><strong>Point 3:</strong></td>
<td></td>
</tr>
<tr>
<td>• Don’t wear a suit or conservative clothes.</td>
<td>• He took off his vest and wore a T-shirt which said &quot;Fry Bread Power&quot; in the style of the Superman logo.</td>
</tr>
</tbody>
</table>

The reason the two white men take their seat away is because they wanted to assert their power and status; they do not view the two Cour d’Alene men as equals, so they have no qualms about taking this aggressive action. No words or actions by the two Cour d’Alene men precipitated or provoked this action.

Task 11:

Both individuals seem to be rather quiet personalities who are well regarded by their peers. They have both faced difficult situations through the death of a parent. They both give advice through the radio DJ to not give up and remain optimistic. Silence was used to communicate reflective thought, politeness, attraction, and concern. The special 78 record was given to the DJ so that others could enjoy, and it is another form of silent language. Note that eye contact and space shifts between the two as their relationship changes.

Solicit volunteers to share their answers to the last question.

Task 12:

The father has to paint their apartment to get credit toward the rent which is past due. Before he can finish that task, the police come to his apartment and arrest him for unpaid parking tickets. He writes a check for the money owed, but the police keep him in jail overnight until the check clears in the morning. When the check finally clears, he has so little time left to get to his employment interview that he ends up running all the way from the jail to the office building. He has no time to change his appearance, so he arrives at the interview with clothes that are too informal and paint droppings speckled over his skin and clothes. The joke he makes is in response to the question from a company executive about what he will tell his colleagues if he hires a man dressed as poorly as he is that day. His joke is: “He must have had on some really nice pants!” The joke he made results in loud laughter from the corporate executives. It completely changed his situation and led to his being offered the internship.
Task 13:
The patient only appears on the talk show because the employees of the talk show mistakenly thought the psychologist wanted him to appear in the TV interview. The turn-taking for the doctor is characterized as unusual for the United States. He exhibits stuttering and other signs of nervousness and his answers seems to be overly rehearsed, too formal, and off point. He frequently loses his turn to the patient because he pauses too long or offers irrelevant responses. The turn-taking behavior for the patient was different—he seems completely relaxed and directly answers the questions in a clear and informal manner. He grabs the floor and holds it throughout the interview because his pauses are more appropriate and his answers to the questions are relevant. The doctor’s performance during the interview is not impressive at all. He appears too anxious, insincere, self-centered, and incoherent. The patient, on the other hand, appears relaxed, confident, sincere, other-centered, and coherent. They end in different chairs at the end of the interview because the patient has dominated the interview throughout; to the point that no one seems to notice or care when the seats of the doctor and patient are switched. Although the situation in the TV interview was completely staged for the movie, it does provide good opportunities to discuss typical and atypical turn-taking behavior (in the United States and other cultures).

Task 14:
The balloon has a picture of Yassir Arafat, the former Palestinian leader. After blowing up the balloon, the man releases it and it becomes a diversion for the Israeli border guards. Since it crosses air space over the checkpoint without obtaining the necessary permissions, he and the woman escape across the border checkpoint unchallenged. The balloon travels past some of the most sacred places in Jerusalem, including the Wailing Wall and the Al-Aqsa Mosque (the Dome of the Rock). The balloon then travels to places that the average person is unable to visit. The woman leaves the man after she sees the man’s home and witnesses his weakness and impotence firsthand. She then observes interaction between a neighbor and the Israeli police which provokes her to take action. After the woman leaves, the man challenges an Israeli settler to a drag race. He also continues to visit the border checkpoint where he had originally been meeting the woman. The woman defeats highly-trained Israeli commandos single-handedly. A number of Palestinians are humiliated at the border checkpoint. Note especially the way the ambulances from two different organizations are treated. Without using many words, the director of this film conveys many strong messages regarding the current state of affairs in Israel and Palestine. Although answers will vary on which specific messages were intended by the director, the main value of showing scenes from this movie is the demonstration of how much information can be conveyed through silent language alone.
Task 15:
The professor’s dress is unusually informal for the situation. In many cultures, it is extremely rare for a professor to arrive in class in a plain white t-shirt. He also threw the textbook in the garbage bin in front of the class, making a strong nonverbal demonstration of his contempt for the book that someone else had selected for the course he did not even want to teach. The professor arrives late for class. His words were also atypical. He tells the students that his time was more valuable than their comfort. He challenges the class with a math problem on the board and tells them it would take some of them the rest of their natural lives to solve it. Regarding the physical environment, the students felt the temperature in the classroom is too warm. At the same time, there is loud noise outside the building because construction workers were using a drill to break some concrete. Both problems are resolved by a student in the class who took matters into her own hands. After the professor refuses to allow the windows to be opened, the woman walks over to a window, opens it, and politely asks the workers outside to stop the drilling for about 45 minutes. They comply and she opens another window so that the class could experience a cooler and quieter classroom to better focus on the lesson.

Task 16:
Many different gifts were exchanged. From the young piano student’s perspective, she receives the gifts of the Beethoven bust, music appreciation, information related to composing, and a referral to a second teacher. From the perspective of the student’s parents, they receive the gift of an inspired daughter who looks forward to her sessions with her piano teacher and they also learn from the teacher how important it is to nurture their daughter’s special musical talents. From the piano teacher’s perspective, he receives the gift of an extremely talented and dedicated student, which makes his entire life seem worthwhile (even though it was about to end). Learning music is similar to learning a language because both require strong pattern recognition skills, a lot of practice, productive and receptive processes, and global (top-down) and discrete (bottom-up) strategies.

Task 17:
The grandfather tells them that time passes very quickly. He says he could remember certain childhood memories as if they just happened yesterday. The governess tells the children that time can be somewhat unforgiving. The grandfather tells the man that he stinks. Both parties have the potential to lose respect in this situation. The grandfather loses respect by appearing unkind; the other man by having his personal hygiene called into question.
Task 18:
Some people protested their appearance at Budokan Hall because the hall was devoted to martial arts and was viewed as sacred. Therefore, it was inappropriate for a rock concert. The Beatles insist that they meant no disrespect toward Japanese culture. Paul insists that the British are just as traditional as the Japanese. After describing what it was like to be confined to their hotel rooms with a strict schedule to follow, several band members indicate that orientation of the Japanese toward time efficiency made a strong impression on them. The Japanese are more concerned about punctuality and having a tight timeline. The timings for walking from the hotel room to the elevator, the time in the elevator, and the time walking to and from the vehicles are all carefully factored into this schedule. The men feel this type of schedule is overly restrictive and too controlled, so they deliberately violate it by not coming out of their rooms when called.

5: Taking Action with Words

Activity Set 1 (pages 86–88)

Task 1:
Answer will vary.

Ask the students to explain the reasons for their responses. Consider having each student rank how serious the situation is to them personally on a scale of 1 to 5. Ask them to think about how badly they need the computer, whether they can afford another one, and how highly they value the relationship.
Task 2:
The chart illustrates potential answers regarding the words and actions observed in each of the four rooms.

<table>
<thead>
<tr>
<th>Argument Clinic Room</th>
<th>Speech Acts and Examples</th>
</tr>
</thead>
</table>
| Room 12: Abuse       | • Request for clarification (What do you want?)  
                     |   • Insult (Your type makes me puke!)  
                     |   • Complaint (Look, I came here for an argument!)  
                     |   • Apology (Oh, I'm sorry, this is abuse!)  
                     |   • Giving directions (Oh, no, you want 12A next door.)  
                     |   • Apology (Sorry!)  
                     |   • Acceptance of apology (Not at all!) |
| Room 12A: Arguments  | • Request to enter (knock)  
                     |   • Invitation to enter (Come in!)  
                     |   • Request for clarification (Is this the right room for an argument?)  
                     |   • Complaint (I've told you once!)  
                     |   • Denial (No, you haven't.)  
                     |   • Clarification (Is this a five-minute argument or the full half hour?)  
                     |   • Complaint (Look, this isn't an argument!)  
                     |   • Leave-taking (rings bell and says "Thank you! Good morning!") |
| Next Room (Unknown Number): Complaints | • Complaint (I want to complain!)  
                     |   • Rejection of complaint (You want to complain! Look at these shoes! I've only had them three weeks.)  
                     |   • Complaint (No, I want to complain about my…)  
                     |   • Rejection of complaint (If you complain, nothing happens. So you might just as well not bother.) |
| Next Room (Unknown Number): Hitting on the Head Lessons | • Assault (hit on head with hammer)  
                     |   • Giving directions (No, no, no! Hold your head like this and then go, “Waaah!” Try it again!)  
                     |   • Command (Stop hitting me!) |

Students can summarize the disagreement about what an argument really is. Note the components of arguments get at the heart of speech act identification. A speech act has an essential component that identifies it as that particular speech act (and not another one). The man paying for the argument is looking forward to something much more than a contradiction. He is expecting a more intellectually engaging discussion in which specific propositions are carefully weighed and considered before specific positions are proposed and defended or ceded.
Task 3:
Answers will vary.
Although it may be difficult for students to act in the role of a supervisor if they have never had a similar real-life experience, encourage them to maintain a serious atmosphere throughout the task and focus on the words and actions by the employee and supervisor that would be most effective in conveying their respective positions.

Task 4:

<table>
<thead>
<tr>
<th>Expression</th>
<th>Speaker:</th>
<th>Speech Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forgive me, Sire.</td>
<td>Speaker: Assistant to the Emperor</td>
<td>Apology</td>
</tr>
<tr>
<td></td>
<td>Power: Less power</td>
<td></td>
</tr>
<tr>
<td>I think I’ll meet him.</td>
<td>Speaker: The Emperor</td>
<td>Command (to arrange for a spontaneous meeting in the arena)</td>
</tr>
<tr>
<td></td>
<td>Power: More power</td>
<td></td>
</tr>
<tr>
<td>Drop your weapons!</td>
<td>Speaker: The leader of the legion of soldiers guarding the Emperor</td>
<td>Command</td>
</tr>
<tr>
<td></td>
<td>Power: More power</td>
<td></td>
</tr>
<tr>
<td>I’m at the Emperor’s service.</td>
<td>Speaker: The leader called the gladiator</td>
<td>Acceptance (of the Emperor’s invitation to meet)</td>
</tr>
<tr>
<td></td>
<td>Power: Less power</td>
<td></td>
</tr>
<tr>
<td>Your fame is well deserved, Spaniard.</td>
<td>Speaker: The Emperor</td>
<td>Compliment</td>
</tr>
<tr>
<td></td>
<td>Power: More power</td>
<td></td>
</tr>
<tr>
<td>My name is Gladiator.</td>
<td>Speaker: The leader called the gladiator</td>
<td>Refusal (to give a real name in response to the Emperor’s request)</td>
</tr>
<tr>
<td></td>
<td>Power: Less power</td>
<td></td>
</tr>
<tr>
<td>Live, live, live!</td>
<td>Speaker: The crowd in the arena</td>
<td>Request (to spare the gladiator’s life)</td>
</tr>
<tr>
<td></td>
<td>Power: Less power (than the Emperor in terms of status)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More power (than the Emperor in terms of numbers)</td>
<td></td>
</tr>
</tbody>
</table>

The final speech act of the Emperor with his thumb up indicates that the gladiator will be allowed to live. Holding his thumb down means that he would have to die. When the gladiator bows low, the Emperor thought he was bowing as a sign of respect. The truth is he was picking up an arrow head and was considering using it as a weapon against the Emperor as revenge. The chart contains possible answers regarding the speech acts and the power relationships involved.
Activity Set 3 (pages 94–97)

Task 5:
Yes, there is an implicature in this sign. The message is intended for any person making a delivery or pickup in the building. The message is to turn off the engine of the vehicle so that exhaust fumes don’t enter the building and endanger the health of the occupants inside. However, the sign does not explicitly mention anything about endangering the health of the building occupants. That part of the meaning is the implicature and must be inferred.

Task 6:
Answers will vary.

Many responses will involve some type of embarrassing situation. Encourage students to capture the actual words and actions. Due to the sensitive nature of this material, consider only soliciting volunteers.

Task 7:
Answers will vary.

In addition to describing the situation which resulted in the original loss of face, students should focus on what they did to help someone regain face and the actual words and actions used.

Task 8:
The waiter is married to the last person who orders (the woman with black hair). He married her only to obtain a green card to live in the United States permanently. She did it for him as a favor and also to obtain a larger, more expensive apartment. They are not living together right now, however. When he approaches the group at the table to take their order, he insults the woman’s current boyfriend, who is a vegetarian, by offering him several dishes which contain meat. The boyfriend says, “I don’t eat meat.” The waiter replies, “Why not?” He probably means something like, “Would you like to try?” The comment is likely interpreted by the group as a sarcastic remark such as, “Why are you a vegetarian?” or “Why don’t you order the meat I’m offering you, stupid!” The customer then says, “Pardon?!” The waiter replies with “If you don’t eat meat, we have fish.” The customer then reiterates that he is a vegetarian. The waiter is probably unaware of the sarcastic tone.

Task 9:
She asks twice because the implications for her family were quite serious. They had counted on the baby being a boy, not a girl. Failure to produce a boy would probably lead to unpleasant social consequences. She tells her husband’s family that no news is available because she knows the consequences would be swift and serious once they learned the
baby was a girl. The family of the new mother loses face by not producing a child that was highly prized in their society.

Task 10:
In the essay, the student says that there are several differences between Hong Kong and the United States in terms of respect. He said that both countries are multicultural with long histories of intercultural contact, which has had an influence on the way respect is viewed in each place. In Hong Kong, it is not typical for people to greet strangers on the street verbally or with a smile, while in the United States it is fairly common. The author thinks that exposure to crowded sidewalks (frequent in Hong Kong, less so in the United States) accounts for the different behavior patterns observed. Social consequences for disrespectful behavior in college classrooms vary as well. In Hong Kong, the author asserts teachers are rarely disobeyed and have greater power than American teachers to enforce consequences on students who are viewed as defiant. It is rare for people to put their feet on tables in Hong Kong, while this behavior does occur and seems to be more acceptable in the United States. In Hong Kong and other East Asian cultures, elders do not have to always be listened to (though they usually are), but they at least should have their feelings taken into account. The author claims that this is not the case in the United States, where the opinions and ideas of elders are often disregarded. It is even the case that some white elders are even yelled at or verbally abused by family members, an extremely rare situation in Hong Kong. Some areas that are similar between the two cultures are a preference for direct eye contact in face-to-face conversation and the tendency to divulge true feelings in observable facial expressions. The author also claims that both cultures share other-oriented politeness, instead of self-oriented politeness. Although this may not actually be the case for the United States, the student makes many notable comparisons and contrasts between the two cultures in terms of respect. The aspects of silent language discussed in this paper include: facial expressions, posture, and eye contact. The aspects of spoken language discussed include speech acts (greetings with strangers and responding to advice from elders) and politeness.

Task 11:
All the children feel obligated to sit with their parents in the restaurant and listen to their advice. When they are away from their parents, they are much more animated and expressive. Their parents expect them to attend college or a university and gain prestigious employment. Both the children and the parents have the potential to lose face if the children do not follow the advice they’re given. On the other hand, the children also lose face with their peers if they follow the advice of their parents when it is something they clearly do not want to do. The primary culture clashes are between the different generations and between those following traditional Korean norms for cultural behavior and those who are not.
Task 12:
Answers will vary.

Remind the students that politeness can be observed and analyzed regardless of whether the participants appear to be nice to each other or not. Films showing a mix of formal and informal situations and different relationship types are especially useful for this particular task. Remind students to watch for status equals versus those with power imbalances and friends versus strangers.

Activity Set 4 (pages 99–109)

Task 13:
The visit is taking place because the children have lost their parents in a suspicious fire that destroyed their house. Poe is a mortuary banker; he is rather reserved in manner and appears somewhat conservative. Count Olaf is an actor; he is eccentric and self-centered and nearly every line or action he performs is done as if he is on stage so he usually appears insincere. The first meeting is unusual in several respects because of the behavior of Count Olaf; he contrives a dramatic entrance (even though he is in his own home and the children are the ones entering), uses awkward vocabulary (intrude instead of enter), chooses expressions that seem stuffy and pompous (solace, womblike warmth), sings (the word crescendo), can’t remember the children’s names, forgets that the children just lost their parents, makes the children repeat the line about their parents death (as if they were in a play) so he can redo his own lines, invites Poe for a drink and then quickly shoves him out the door, and locks the front door. When people meet for the first time, they usually do not have such dramatic behavior involved. After greeting each other, they spend time learning more about each other and making small talk and share an appropriate amount of detail about their lives to be social. Some speech acts observed are greetings (Well, hello, hello, hello!), invitations (Can’t you stay for a brief imbibement, a glass of port, Sanka?), and requests (Quick! Give me that line again while it’s fresh in my mind. Anyway, where do I sign for the fortune…I mean the children?). When Count Olaf has difficulty communicating with Sunny he says, “I’m sorry, I don’t speak monkey.” Then, he says the word banana. Sunny insists she is not a monkey.

Task 14:
Ask students to focus on not only which situations typically result in compliments in their home culture, but also the different options available to express them and respond to them. An interesting point of comparison across cultures is whether the giving of a compliment requires reciprocation. For example, when one compliments a host on a piece of furniture, does the host feel obligated to give that item to the person making the compliment?
Task 15:
Answers will vary.
Ask students to focus on not only which situations are usually associated with invitations in their home culture, but also the different options available to express them and respond to them. An interesting point of comparison across cultures is whether an invitation needs to be expressed more than once and initially turned down. For example, when one extends an invitation in some cultures, the invitee feels that he or she must turn down the invitation two times before accepting it on the third offer. Accepting the invitation before the third time makes the invitee look somewhat greedy. In other cultures, the invitation is offered only once and it must be accepted the first time or it may be withdrawn.

Task 16:
Answers will vary.
Ask students to focus on not only which situations typically result in complaints in their home culture, but also the different options available to express them and respond to them. An interesting point of comparison across cultures is whether the complaint is expressed directly or more indirectly. Have students discuss options for redress or making the situation right.

Task 17:
Answers will vary.
Ask students to focus on not only which situations typically result in requests in their home culture, but also the different options available to express them and respond to them. An interesting point of comparison across cultures is whether the request is expressed directly or more indirectly. Have students discuss which words and expressions soften the overall impact of the request.

Task 18:
Possible speech acts are requests (*Thea, would you hire me?*), exclamations of surprise (*Oh my God! Oh my God!*), offers (*You need money?*), suggestions (*Ah, I have your answer! Toula will go to the travel agency and you send Niki to work for us!*), and rejections (the older woman hitting Ian with her purse). The women discuss the possibility of Toula working at the travel agency and utilizing her new training in computer technology at their office. At the restaurant, the three women work together during the conversation so that it would look like it was the father’s idea and they would avoid resistance. Inside the travel agency, Toula works hard to process the many travel requests coming from clients. Outside the travel agency, Ian notices Toula through the window and attempts to get her attention with a duck walk. He accidentally runs into an older woman who thinks he is trying to steal her purse. She hits him with the purse while Toula is witnessing the episode while talking on the phone.
Task 19:
Answers will vary.

Require students to use real locations and points of reference. In some cultures, directions will refer to street names, buildings, and other landmarks according to the same names that are found on official maps. In other cultures, the points of reference will involve names that are more unofficial, but well known to the local population. For example, a road might be called Pepsi Road because there used to be a Pepsi factory on that road in the past, even if it is no longer there. In other cases, directions will refer to north, south, east and west (and the various combinations like northwest, southeast, etc.). Discuss others that will likely emerge from the demonstrations.

Task 20:
The specific requests are: (1) the inquiry from the couple to have an early tour for extra money (leading to Jamal becoming a tour guide); (2) the (unspoken) request from a tourist to have her photo taken as similarly as possible to the famous picture of Princess Diana (leading to Jamal becoming a photographer); and (3) the posted request on a sign that all visitors remove their shoes (leading to both boys stealing some shoes and reselling them as shoe vendors in another city). Jamal received a black eye when the driver of a Mercedes kicked him more than once after his car was stripped of tires and other parts while two American tourists visited the slum. Jamal said they were now seeing the real India. The tourists responded that he would now see the real America and handed him a $100 bill. Jamal lost face when the Mercedes was stripped because it happened while he was tour guide (and he should have taken precautions against such thefts since he knew the slums better than anyone else in the group). The driver lost face because he knew that Jamal may have been an accomplice to the thefts, and it was probably going to cost him a significant amount of money to replace the missing items. The tourists lost face because they did not approve of Jamal’s beating and wanted to make amends for it.

Task 21:
Walter was probably embarrassed to receive these gifts, but he reluctantly accepted them. Earlier in the movie, he had actually thrown such items in the trash. Now, however, he showed a softer side by initially refusing the gifts (with words and hand gestures), but then he verbalized his acceptance and invited the guests to leave the food and flowers inside. The action of smelling the hot dish could be viewed as a compliment to the chef. He also said farewell as the visitors left, which was somewhat unusual for him. If Walter accepted Tao’s free labor, Tao’s family could regain face in the Hmong community since they would have a way to make amends for the attempted car theft, which was public information. If Walter rejected their offer, the honor and reputation
of Tao’s family would be permanently damaged. All four participants in the interaction had potential to lose face (Tao, for stealing the car; his sister, Sue, and mother, for making such an imposing request; and Walter, for appearing to be displeased). The fact that the family’s request was ultimately accepted allowed all four participants to avoid major face loss before the entire Hmong community (although some minor face loss still occurred during the negotiation of the free labor arrangement). Walter had a number of prejudices and stereotypes about his Hmong neighbors: (1) that they behaved like people from other Asian cultures (like China and Korea); (2) that they were as persistent as badgers (when something was wanted from him); (3) that they had a weak work ethic and wanted to take his belongings; and (4) that they were all good at math.

Task 22:
The interaction illustrates the expectation in traditional Chinese culture that respect will be demonstrated to elders at all times. The daughter’s main complaint after the chess championship is that she was embarrassed by the way her mom boasts about her to her friends and acquaintances. The daughter loses face because she feels that the mom was trying to claim the daughter’s achievements as her own (which minimized the individual accomplishment). The mother is shocked at her daughter’s complaint and later conspires with her husband to give their daughter the silent treatment. The following chart includes possible answers regarding culture clash at the formal family dinner:

<table>
<thead>
<tr>
<th>Examples of Culture Clash</th>
<th>What the Boyfriend Did</th>
<th>What the Boyfriend Should Have Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture Clash 1</td>
<td>• Poured second glass before others finished their first</td>
<td>• Should have waited for others to take a sip of wine first and finish their first glasses</td>
</tr>
<tr>
<td>Culture Clash 2</td>
<td>• Took too large a portion of the main dish</td>
<td>• Should have had more of the dish later to avoid being viewed as greedy</td>
</tr>
<tr>
<td>Culture Clash 3</td>
<td>• Should not have said he was a fast learner with chopsticks</td>
<td>• Should have tried to use the chopsticks and asked for advice if difficult</td>
</tr>
<tr>
<td>Culture Clash 4</td>
<td>• Should have received best dish from mother and given a compliment</td>
<td>• Should have asked his girlfriend what to do after the mother insulted the dish</td>
</tr>
<tr>
<td>Culture Clash 5</td>
<td>• Did not recognize that culture clashes had occurred</td>
<td>• Should have looked at girlfriend more often throughout the evening and taken a moment to check in with her during a pause in conversation</td>
</tr>
</tbody>
</table>
Task 23:
Possible speech acts are greetings (Ariel: Hi, Dad!), requests (kids: a knock on the door plus the words: Trick or treat!, Ariel: Are you crying?, Mateo: Who’s there?, You’re the kids from upstairs?, Where are you from?), invitations (Mateo: Come in.), offers (Mateo: How about this?), and refusals (Ariel: It’s too much.). The father loses face because he does not think that the neighbor is trustworthy when in reality, he was. After the Halloween party, the girls complain that they are embarrassed to have homemade Halloween costumes and that all the kids were staring at them in the gymnasium. The prizes they won symbolize that they were different and were pitied by the group. When they go trick or treating, each apartment resident refuses to open the door. They do meet one neighbor who encouraged them and gave them a jar full of pocket change. The neighbor is a recent African immigrant with a strong muscular physique who is dying of a blood disease. He spends much of his time painting pictures and creating other artistic works. The outside of his apartment door has a warning written on it in red paint to discourage any potential visitors from knocking. The girls melt his heart, however, when they visit him, so he lets them into his life.

Task 24:
On the surface, Phil’s comments appear polite if one doesn’t listen very carefully, but most would interpret them as rude since they were sarcastic and cynical. When he says, “Is there any possibility of obtaining an espresso or cappuccino this morning,” the owner replies, “Oh, I don’t know.” Phil’s public response is, “This looks fine.” Under his breath, however, he mutters an insult which completed her sentence as follows, “[I don’t know] how to spell espresso or cappuccino!” The hostess says, “I hope you enjoy the festivities.” Phil replies, “Oh, yeah, I’m sure I’m going to.” He had his back to the owner, however, and she couldn’t see that his facial expression clearly indicated sarcasm. Ned’s behavior would probably be considered rude by most people since he does not show respect for Phil’s physical boundaries in terms of space (standing too close) and touch (poking and grabbing). Repeating expressions like “Bing!” and “Am I right or am I right?” is also irritating. He gives his insurance sales pitch even though Phil was clearly not interested. It is also somewhat cruel to laugh when Phil steps in the puddle in the street. Phil’s responses are somewhat reserved. Several comments could be interpreted as rude. He says, “Ned, I would love to stand here and talk with you, but I’m not going to.” After Ned asks what he was doing for dinner he says, “Something else.”

Task 25:
Answers will vary.
Ask students to focus on not only what experiences they have had with bad news in their home culture (as long as the topic is not too sensitive or embarrassing), but also the different options available to express it and respond to it. An interesting point of comparison across cultures is whether the bad news is expressed directly or more indirectly and also the extent to which euphemisms are employed.
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Task 26:
A similar prompt appeared in an article by the author of the main text titled “Sociopragmatic Decisions Regarding Complaints by Chinese Learners and NSs of American English,” which appeared in the *Hong Kong Journal of Applied Linguistics* in 1996. Answers will vary. One of the interesting points of comparison is which cultures will involve other people to solve this type of problem and avoid all forms of confrontation and which cultures are confident enough with their rights to walk to the front door and knock (despite the time of night).

Task 27:
Answers will vary.

Ask students to focus on not only what experiences they have had with congratulations in their home culture, but also the different options available to express it and respond to it. An interesting point of comparison across cultures is what type of response is expected from the person receiving the congratulatory message.

Task 28:
Possible requests include Peter: *Did you ever watch King Fu?* Boss: *Uh, I’m going to have to ask you to move your desk,* and Bob: *Uh, Peter, would you be a good sport and indulge us and tell us a little more?* Refusals include Peter: walks around boss without talking, Melvin: *No, sir,* and Joanna: *I don’t really like talking about my flair.* Both the performer of the requests or refusals and the receivers have the potential to lose face. The participants associated with a request can lose face if the request is deemed unreasonable or if it cannot be granted. Those involved with a refusal can lose face if the refusal is delivered in a manner that shows disrespect for social status or if the original invitation or suggestion was important. There are a number of instances of rudeness. For example, the boss did not have to take Melvin’s stapler and make him move his desk—he was probably just asserting his power and not really associating his actions with any legitimate workplace need.

6: Analyzing Culture and Overcoming Obstacles

*Activity Set 1 (pages 112–14)*

Task 1:
Answers will vary.

Remind students that the answers to each question depend entirely on the culture and situation involved. Use the sentences to stimulate discussion and don’t be concerned about coming to a consensus about correct answers.
Task 2:
Answers will vary.
Try to help the students determine whether the actual words typically carry the heart of the message or whether the nonverbal communication carries more.

Task 3:
Answers will vary.
Some cultures will have more information available about the five dimensions than others. For those which have less information, have the students focus on greater detail with just one or two dimensions and suggest that they provide their own data to support their assertions regarding which end of the scale for each dimension is most relevant.

Task 4:
Answers will vary.
Suggest that students carefully describe all situations involving uncertainty avoidance for their home cultures. Taboos and euphemisms often point the way to the topics directly associated with uncertainty avoidance so inform students these are good places to start if nothing quickly comes to mind.

Activity Set 2 (pages 117–24)

Task 5:
Answers will vary.
Although the task does not specifically require a focus on language or culture, encourage students to personalize the discussion so more will be gained from the exercise.

Task 6:
Answers will vary.
Require students to discuss an obstacle that directly relates to language learning. The plan to overcome it should be realistic and have practical steps that can be taken within a reasonable period of time.

Task 7:
Answers will vary.
There are number of possibilities for a presentation such as this one. If students have trouble, suggest that they highlight the three or four most important points that an outsider should be made aware of for the target culture. It might also be helpful to focus on practical ways that bridges could be built between the target culture and the local community through service projects such as literacy development and other similar initiatives.
Task 8:
In the beginning, she stays in her apartment and listens carefully to the audiocassette which presents isolated sentences for individual practice. She has very little contact with anyone and does not appear to use any other language learning strategies. Answers will vary about the items in the suitcase. One possible answer is that the goldfish represents the cultural baggage people carry wherever they go. She seems to be initially frightened in London by the way people walked and looked. She was an insider with the scuba diving group. She slips on the tiles next to the swimming pool, hitting her head on the edge next to the water and falling into the pool. What she doesn’t realize at the time is that this accident is the best thing that could have happened to her language learning since she entered a magical world underwater where she was accepted as she was and where she was encouraged with a magical sparkler. Once she relaxes and becomes more confident in herself, the effects were immediate. She speaks excellent English with the other scuba divers once she emerges from under the water. She then has her first meaningful connection with a neighbor in conversation who has a practical need she could fill. Sometimes life experiences are thrust upon people unexpectedly. Like accidents, life is sometimes messy and painful, but people grow through these experiences. People form a new identity in a second language as they reach out and interact with others despite their frequent communicative mishaps. Such mistakes merely prove their humanity. They do not detract from their value as community members and they usually do not affect the ability to get messages across. Sometimes people distort the differences in a target culture to the point that they forget all people have much more in common with each other than first believed.

Task 9:
Answers will vary.

There may be a noticeable difference between the language and culture gaps mentioned by the students and the gaps that actually affect their ability to interact with members of the target culture and fully understand the communication that transpires. Tell students that perception does not always match reality. Because of individual differences, some students are better able to conduct self-assessment tasks than others; the ones who have a harder time assessing themselves may need some extra support.

Task 10:
Answers will vary.

Require students to clearly identify at least one language or culture gap in the film.
Task 11:
A grid with possible answers follows.

<table>
<thead>
<tr>
<th>Scenes</th>
<th>Language Gaps</th>
<th>Culture Gaps</th>
<th>Lessons</th>
</tr>
</thead>
</table>
| First Interview with U.S. Homeland Security | • Answers don’t match questions  
• Overuses “yes” response  
• Doesn’t understand “return ticket” | • Doesn’t appear to understand purpose of meeting  
• Tries to “beat system” by hiding passport | • Use other strategies (questions, gestures, or drawing pictures) |
| Second Interview with U.S. Homeland Security | • Doesn’t understand when the second interviewer speaks faster than the first  
• Doesn’t understand idioms like “in a nutshell”  
• Doesn’t understand immigration terms (asylum, refugee status, humanitarian parole, etc.)  
• Doesn’t understand that he is “unacceptable” and a “citizen of nowhere” | • First learns about crisis in Krakozhia  
• Doesn’t understand potato chip and apple demonstration (Is apple Big Apple to him?)  
• Doesn’t really understand the “crack in system”  
• Doesn’t know Uncle Sam | • Insist on right to have an interpreter  
• Ask questions about Krakozhia crisis  
• Ask for new analogy (after potato chip incident) |
| First Entrance to the International Transit Lounge | • Seems to understand basic concept that “America is closed” but the specifics did not sink in | • Not clear if he understands concepts of food vouchers, calling card, pager, ID badge, CBP, and American soil | • Ask for traveler’s assistance desk or information desk  
• Remain calm and find one person who can help explain (may be another traveler or transit lounge employee) |
| Krakozhian Crisis on TV in the Transit Lounge | • Can’t use correct vocabulary about TV viewing (says “televizor”) | • Doesn’t know where to view TVs with sound  
• Doesn’t understand he can’t leave bags unattended  
• Doesn’t understand concept of private lounge | • Explain nicely to attendant in private lounge he just wants to watch TV somewhere |
### Teacher's Notes for *Bridging the Cross-Cultural Gap*

<table>
<thead>
<tr>
<th><strong>Trying to Use Calling Card</strong></th>
<th><strong>Breaking the Girl's Suitcase</strong></th>
<th><strong>Pursuing Lost Food Vouchers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Unable to read instructions for use of international calling card</td>
<td>• Doesn't have adequate language to explain his intentions or what actually happened so he left the scene</td>
<td>• Doesn't say vouchers are lost—rummages through the trash saying, “Food document! Food document!”</td>
</tr>
<tr>
<td>• Says only “Please telephone!” when requesting help with calling card</td>
<td>• Doesn't clearly ask girl if she wanted any help</td>
<td>• Doesn’t understand that the appointment for Tuesday is really insincere</td>
</tr>
<tr>
<td>• Has probably never used a calling card before</td>
<td>• Commits a misdemeanor (and probably would have been deported) by breaking the bag and leaving the scene</td>
<td>• Can contact airport police and explain that the vouchers blew away (instead of digging through trash)</td>
</tr>
<tr>
<td>• Stay by phone banks, hold calling card out, and ask passing travelers nicely, “Can you please help me for a minute?”</td>
<td>• Ask girl if she wants help first</td>
<td>• Can say, “I saw you pick up my food vouchers a minute ago. Please can you help me find them. I need them!”</td>
</tr>
</tbody>
</table>
Task 12:
The family is under stress because of their full schedules and the extra challenges that emerge (such as the accident involving the young boy). Maya’s extra responsibilities with her younger siblings mean she is often tired and is not as focused on her studies as she was in the past. When she arrives late to class, the teacher and other students in the class thought she was not taking school seriously. They had no idea how her family responsibilities were affecting her availability and energy. The mother could become more empowered by teaching her children how to make decisions throughout the day that benefit their long-term interests. She has already delegated tasks within the household, but she could identify other families or peers that are able to assist so there isn’t pressure on the children. The children can become more empowered by viewing their family responsibilities as an opportunity for personal growth and character development. The oldest brother clearly needs to express himself through language more often to process the grief paralyzing him. The oldest daughter could use the lyrics of her songs to find an outlet for her grief and also fully develop her identity.

Task 13:
The husband may have refused to help her because he thought it was embarrassing to do this in front of the Israeli taxi driver or perhaps because he thought it was too late. It certainly must have been frustrating to her to not have more support from her husband, who might be viewed as patronizing. She inadvertently uses the wrong vocabulary and is the subject of loud laughter from many of the relatives in the kitchen who are busy preparing the food for the wedding reception. Solicit volunteers to share their similar experiences.

Task 14:
Answers will vary.

Take this opportunity to review all concepts. This task is designed for students to apply any of the concepts from the textbook to a specific instance of intercultural communication.

Task 15:
Answers will vary.

It might be difficult for students to rate themselves if they do not fully understand the specified criteria in each skill area. Have the students attempt to balance the strategies or activities selected so that some occur outside of class. Each strategy or activity should be clearly stated so that someone could confirm at a later date whether it was in fact attempted. While this task should be viewed as more of an awareness-raising activity, consider assigning it as homework and then following up later with student presentations to ensure that the strategies or activities were actually performed.