

Cross Cultural Adventures

*Learn English and culture through stories
about crossing cultures.*



How to Use this Book

1

Step 1: Do the "Solve Puzzles" activity on the "Link to the Story" page.

Link to the Story – Five Amazing Facts About Reading

Solve Puzzles. Look at the story title. But don't look at the story! The story gives 5 amazing facts about reading. In your group, try to guess what these facts are. Note: when you try to guess answers before reading, you will better remember the right answers after you see them!

Remember Keys. (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.

Key: _____

Key: _____

Key: _____

Suggest Solutions. People don't read much today. And they don't take time to read deeply because technology makes it hard for them to focus. Suggest 5 things we can do to read more and read more deeply.

Rank	Suggest with Reasons	Choice
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Rank Solutions. In your group, **rank** your solutions from most helpful to least helpful.

Choose Solutions and Report. Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(1) Do Solve Puzzles before doing the story activity. (2) Do Remember Keys and Suggest Solutions after doing the story activity.



3

Step 3: Do the other activities on the "Link to the Story" page.

2

Step 2: Do the "Story Activity" on the following page.

Five Amazing Facts About Reading – Short Selection – Story Activity – Story Gap Listening



What's the best way to improve your English? Of course, there are many ways. But big, easy reading is one of the best. And it probably has the most research and 1 _____ to support it.

What is big, easy reading? First, you read lots of books and stories. That's the big part. And these texts need to be 2 _____ at your level. That's the easy part. There are many different ways to talk about big, easy reading. Some people call it a "book flood". Others call it the book-based 3 _____. I call it big, easy reading, or big reading for short. The good news is that big reading really works. Here are 5 reasons why big reading is for you!

Big reading is enjoyable! People often believe that language study is hard and 4 _____. They do drills. They memorize lists of words. They study complex grammar rules. Then they 5 _____ and lose their desire to study. But big reading is fun. What would you rather do? Do hard and boring study or read many enjoyable stories?

Big reading works! A student says, "I want to 6 _____ my English, not read stories." Well, here's more good news. Big reading helps you learn grammar and vocabulary. We know this from research. And big reading brings 7 _____. We've seen big readers improve TOEIC test scores. 73 points per hour of reading.

Big reading is a good use of your time! One student said to me, "I like stories, but I want to improve my English 8 _____." Yes, it takes time to improve language ability. But big readers can improve faster. In some cases, we have seen big readers improve 9 _____ than other learners.

Big reading helps you get a feel for English. If you study rules, maybe you can

remember them if you have time to think. But big readers 10 _____ for English. If you study rules, maybe you will know about English. But if you become a big reader, then you will know English. Big readers get a deep and 11 _____ feel for English words and rules.

Big reading can beat study 12 _____. People who spend a long time in an English speaking country tend to become good at English. But big reading can 13 _____ or even beat study abroad. For example, Ken read about 45 minutes per day in one year (about 3,000,000 words). And Megumi studied English for one year in Canada. Ken improved just as much as Megumi. And if Ken read, 14 _____ words, he would improve more than Megumi!

All these 15 _____ come from research. remember big reading is enjoyable. It really works. It's a good use of your time. It helps you get a feel for English, and it can even beat study abroad. If you want to improve your English, then start reading lots of easy books and stories 16 _____!

LIST NEW WORDS.	MAKE NEW PHRASES WITH NEW WORDS.
verbal	He's a *** person. He talks a lot.
THINK ABOUT IT!	
1. What is the title of a book you read recently? Did you like it?	
2. What are the 5 amazing facts? Try to "recall" them without looking at the text.	
3. How many words do you need to read to equal study abroad?	
4. True or False. Read can beat study abroad?	
5. Where do these 5 amazing facts come from?	



The stories and activities give you meaningful input. They help you produce meaningful messages. They help you work on your English fluency.

Tom landed in Japan. He felt excited, but soon he got lost. He couldn't connect with people. He failed to communicate. And by accident, he often broke the rules. Tom experienced life in Japan the hard way. Why? He didn't have a mental map for living in a new culture.

Anna was different. She had a mental map -- a theory for learning culture. With her theory, she had a guide.

Anna's theory helped her more easily connect with people. It helped her communicate. And it guided her to understand and follow cultural rules.

What's the point? If you want to learn culture the hard way, act like Tom. Don't follow a mental map. But if you want to learn culture more easily, get a theory for learning culture. Your theory will work like a superpower. It will help you grow your cross-cultural confidence. We can find many theories of cross-cultural communication, but here's Anna's easy theory.


Here's how we learn culture. (A) Experience its people, places, ceremonies, and customs. (B) Learn its language, stories, histories, and myths. (C) Understand its hidden rules, values, beliefs, and non-verbal signs. And so, we'll grow in empathy, self-awareness, and cross-cultural understanding.


You can unpack Anna's theory like a suitcase full of helpful ideas and actions. Here are 16 actions you can take based on this theory.





1. **Visit a local market.** See and feel the daily life of people. Watch how people talk and take care of daily jobs and tasks.
2. **Attend a ceremony.** Go to a wedding, funeral, graduation, or festival. Experience cultural traditions. Celebrate local holidays. Find the “why” behind the traditions.
3. **Try traditional foods.** Eat at local places. Eat something new for the first time. Find a local food that you like.
4. **Make friends.** Spend time with locals. Play games or sports. Visit places with them. Go to events or ceremonies with local people.
5. **Learn words and phrases.** Learn ways to say, “hello,” “please,” and “thank you.” Learn a new word or phrase every day.
6. **Read children's books.** Learn basic stories and language. Children know common words and phrases that you didn't learn in school. Learn them!
7. **Watch popular TV shows, dramas, or movies.** Find famous entertainment. Watch it with a friend. Ask questions when you don't understand.
8. **Listen to local music.** Go to live concerts with friends. Find out why the music is popular and important. Become a fan of a local musician.
9. **Visit historical sites and museums.** Learn why historical places are important. Learn about the art and valued objects in your new culture. Take pictures to create memories.
10. **Learn about folktales and heroes.** Learn the stories that inspire people. Learn about the famous heroes who inspire people.
11. **Learn a traditional skill.** For example, in Hawaii: Ukulele. In parts of the US: Barbeque. In Japan: Taiko, Kendo, or Tea Ceremony. In Canada: Ice Fishing.
12. **Join a local community group or club.** Participate in activities or volunteer. Meet new people with common interests. Enjoy and learn about the community.
13. **Watch body language.** Sit in a restaurant or park. For 15 minutes, watch the body language of people. Become more aware of nonverbal communication.
14. **Notice nonverbal signs.** Watch how people gesture. Notice hands, postures, and faces. Measure the distance between people. Listen to volume and pitch. Notice laughter.
15. **Learn manners, rules, and values.** List up manners and rules from your new culture. Why do people follow them? How do they differ from yours? How can you adapt?
16. **Write a diary to think and grow.** What challenges did you face? What did they teach you? What did you learn about culture? What did you learn about your own culture?


Remember, your theory works like a superpower. With your superpower, you can more easily make friends. You can more easily understand customs and language. You can better adapt to rules and values. So, don't learn culture the hard way. Let theory be your guide.


 **Solve Puzzles.** When we go to a new culture, we can feel lost! Why? We don't know the rules. We don't know the language. We don't know the culture. In your group, make a list of three rules for visiting and living in a new culture. Write your rules like this: **Learn the rules!**

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** If you want to fail at crossing cultures, don't be curious. So, here's one rule for crossing cultures: **Ask Questions!** In your group, write down 3 questions you will ask people when you visit your new culture. When you finish, share your answers with the class.

Rank	Suggest Questions	Choice
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 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

When we cross cultures, we feel lost. We don't know places, and we can't easily find our way. We don't know the rules, and we don't know how to act. And we don't know what to say or how to say it. What's more, teachers and books often give us advice that we can't easily use.

But crossing cultures doesn't have to be hard. We just need a clear set of rules for entering a new culture. In this story, you'll learn *10 Commandments for Crossing Cultures. If you follow them, you can more deeply enjoy cross-cultural experiences.



1. **Learn the Language:** Try to speak the local language. Even simple words help. It shows you want to connect with people. It shows respect.
2. **Respect Cultural Rules:** Learn what is polite or not polite. Every place has its own rules. Try to follow them. In time, try to understand the reason behind the rules.
3. **Understand Body Language:** Watch how people use their hands and faces to communicate. Body language differs from culture to culture. Notice the differences. And if necessary, change your body language. This will improve your communication.
4. **Join Local Customs:** Take part in local festivals and holidays. It's a fun way to create memories and learn what is important in your new community.
5. **Eat Local Food:** Try foods from your new place. Find out what people like to eat. Food is important to their way of life. Find some local dishes that you really enjoy!
6. **Learn About History:** When you know the past of your new place, you can better

understand it. And when you learn history, you respect your host culture.

7. **Enjoy Local Arts:** Listen to the music, watch movies, and enjoy art from your new place. You'll understand what the community loves. You can talk with people about their art and ideas. You can enjoy your new culture more as you enjoy its art.
8. **Be Open to Mistakes:** Everyone makes mistakes. If you do, it's okay. Learn from your mistakes and try not to repeat them. Remember, mistakes are great teachers!
9. **Ask Questions:** If you don't know something, ask. People like it when you want to learn about their culture. Ask locals three questions every day about their culture.
10. **Make Friends:** Try to meet new people. You can make new friends by doing things together. Play or watch sports together. Visit famous places together. Eat meals together. Drink coffee or tea together. Share your hobbies together.

Each of these rules asks you to take action. By acting on these rules, you will better understand and enjoy new cultures. These rules will help you make friends and feel at home anywhere. They will also help you create lasting memories and friendships.

PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.

1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: _____.
4. Partner B do steps 1-3.

WORD FOCUS: MATCH WORDS AND DEFINITIONS

- | | |
|----------------|--|
| A. To differ | ___ A big celebration or party. |
| B. Commandment | ___ Show kindness and value to someone or something. |
| C. Festival | ___ To be not the same. |
| D. To respect | ___ An important rule. |



Solve Puzzles. Charlie Munger was a famous thinker. He practiced “inversion thinking.” It works like this. “To succeed at something, think about how to do it badly. Then **don't** do those bad things.” So, if you want to FAIL in your new culture what should you do? Make a list.



Remember Keys. (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: _____



Key: _____



Key: _____



Suggest Solutions. When we cross-cultures, we meet a new language. And today's story lists 10 reasons for learning language. Look at the list. As a group, rank the top 5. Which one is most important? Which one is second, third, etc.? Write your rankings. Give reasons.

Rank	Suggest the top 5 reasons. Rank them.	Choice
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Rank Solutions. In your group, **rank** your solutions from most helpful to least helpful.



Choose Solutions and Report. Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Do you want to stink at crossing cultures? Then don't learn the language! Do you want to fail in your cross-cultural experience? Forget language learning! But seriously, why learn the language of your new culture? Here are 10 simple reasons:

1. **Make Friends Easier:** When you speak the local language, you can make friends faster. People like it when you try to speak their language.
2. **Understand Culture Better:** Language helps you understand culture. When you know the local language, you can better understand cultural traditions.
3. **Feel More Confident:** When you know the language, you feel sure of yourself. You can go places more easily. And you can do things with less worry.
4. **Get Help When Needed:** If you know the language, you can ask for help easily. Local people know about their homeland. They know their culture. And when you know their language, you can ask them for help!
5. **Enjoy Travel More:** You can enjoy travel more if you understand the language. You can read signs, menus, and maps. You can talk to bus and taxi drivers.
6. **Work and Study Better:** You can work and study better when you know the language. You'll better understand work, lessons, co-workers, or school friends.
7. **Solve Problems Easier:** When problems happen, you can solve them faster with language skills. Language works as a tool to solve problems and get solutions.
8. **Learn New Things:** When you know the language, you can learn important things in your new culture. You can learn about health, safety, money, laws, local customs, and history.
9. **Respect From Others:** People respect you when you learn their language. It

shows you care about their culture and want to understand them.

10. **Feel Happier:** When you understand and speak the language, you feel happier. You'll feel good about yourself. And you'll feel like you belong in the new culture.

Language is like a door to your new culture. If you don't open it, you remain an outsider. But if you open the language door, you go inside. With language skills, you'll find that life is easier and more fun. So, don't fail at crossing cultures. Study and communicate in your new language every day. Then you can more easily succeed in your new place.




PAIRED READING FOR FLUENCY


When we practice fluency, we use language that we already know.


1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: _____.
4. Partner B do steps 1-3.


WORD FOCUS: MATCH WORDS AND DEFINITIONS


- | | |
|---------------|--|
| A. To stink | ___ Things that people have been doing for a long time and continue to do. |
| B. To fail | ___ To smell very bad or to have low skills. |
| C. Traditions | ___ To be a part of a group or place. |
| D. To belong | ___ To not succeed in doing something. |


 **Solve Puzzles.** Today's story talks about how we can update our mental software by reading. In groups, answer the question – without looking at the story! **In what ways does reading update your brain?**

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** We study at school to improve ourselves. We always need to KAIZEN. By yourself, think of 2-3 areas in your life where you want to KAIZEN. Then go to Amazon.com and find highly recommended books for each topic. Share your answers.

Rank	Suggest with Reasons	Choice
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 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

In 2014, Negroponte predicted the future. He said that with reading we slowly {1} _____ information with our eyes. But in the future, we will swallow information. "You're going to swallow a {2} _____ and know English. You're going to swallow a pill and know Shakespeare."

Do you want to swallow information or shoot it into your blood? This idea {3} _____ most people. But for now, we can relax, for this {4} _____ future will not happen for a long time. On the other hand, you will still need to work to put information into your brain.

How can you do that? Well, you can watch videos and listen to lectures. You can talk to people and learn from them. But reading works best for {5} _____ your mental software. Many people do not read much, but they can read more if they try. Below, you can see 7 good reasons to read more -- as a way to update the mental and cultural software in your brain.

You read {6} _____ than you speak. For one, you can read faster than you can listen to information. On {7} _____, native English speakers speak between 120 and 180 words per minute. And usually, people can listen to English books at 120 words per minute. But skilled English readers can read 240 to 300 words per minute. You can try to listen to fast speech, but you can't {8} _____ it. So, reading updates your brain two times faster than listening.

Written texts give you more word power than spoken texts. If you compare written and spoken texts, you'll see a big difference. Writers use {9} _____ and richer words than speakers. For example, children's books use rarer words than adult {10} _____. Children's books also use rarer words than adult TV shows. So, readers get more word power than people who don't read.

Reading makes you smarter. People often think that smart people are {11} _____ smart. But we can grow our general intelligence by reading. By reading, we can learn about how to start a business and make money. We can learn about how to live healthier and happier lives. We can read history and learn how to live {12} _____ in the world today.





Reading fiction grows your {13} _____ intelligence. When you read fiction, you enter a world of characters. In good stories, like Harry Potter, you fall in love with characters. You care about Harry and his friends. You fear for them when they experience danger. You enjoy their successes. Researchers say that with reading fiction, you can grow a sense of {14} _____. You can learn to understand the mental beliefs, desires, emotions, and knowledge of others.


Reading {15} _____ study abroad. In his research, Dr. Hitoshi Nishizawa says this. If you read 2 million words in English, you can get the same results as one year of study abroad. So, if you combine big reading with study abroad, you have a powerful recipe for language learning! And after you return, you can read big to keep and grow the language you learned while {16} _____. (Read more at ReadOasis.com.)


WITH A PARTNER, READ QUESTIONS OUT LOUD AND ANSWER


1. **What did Negroponte predict about the future?**
2. **How much faster is reading than speaking?**
3. **Why do you get more word power from written texts than spoken texts?**
4. **What kind of intelligence does reading fiction grow? Why?**


 **Solve Puzzles.** What techniques and strategies do you often use to study English, remember new words, or study grammar? In your group, make a list of your techniques. Choose your favorites. Report to the class.

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** When learning language, you face problems and challenges. Here are two examples. (1) You may lack motivation and discipline. (2) You may lack opportunities to practice with native speakers. Suggest 2 solutions for these 2 problems. Report to class.

Rank	Suggest with Reasons	Choice
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 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) You will probably not visit the Amazon and learn a jungle language. But you can learn from Larson’s book, “Guidelines for Barefoot Language Learning” (1984). He gives step-by-step advice for adapting to a new culture -- through language learning.

Larson calls his steps the “Learning Cycle.” He uses the word “GLUE” to help us remember the steps. We’ll add the letter “I” to make the word I-GLUE. First, “I” stands for Informant. In linguistics and anthropology, an informant provides information about language and culture. For you, an Informant is a friend, host family, teacher, or any language helper.

In your new culture, you can meet language helpers on the street, on the bus, at a cafeteria. You can meet them anywhere. Try to be open, outgoing, and friendly with people, and you will increase your luck for meeting language helpers and friends. As you do, remember I-GLUE.

“G” stands for get what you need, GET the language you need to communicate. Imagine yourself on the bus. You want to go to the Art Museum. But you don’t know your stop or how to ask. But you ask the person next to you, “Where Art Stop?” The person smiles and says, “Where is the stop for the Art Museum?” You say, “Yes!” And your helper says, “It’s the next stop!” You push the stop button and say, “Thank you!”

(B) Now after you get off, you write in your notebook: “Where is the stop for the ____?” And every time, you GET a helpful word or phrase, you write it down, so you can learn it, practice it, and review it. If you don’t write it down, you will probably forget it!

“L” stands for learn what you get. If you GET what you need, your notebook will fill up with useful language that you can LEARN. As you learn, practice “retrieval.” Try to correctly retrieve and pronounce your new language without looking at your notes.

“U” stands for use what you learn. You learned what you got. Now USE it as much as you can. Try this courageous idea. Imagine yourself as a university student from Japan in Canada. In the cafeteria, you sit by some friendly looking people.

They smile at you, and you introduce yourself and say “I’m a student from Japan.” You see your chance to practice a new phrase from your notebook, so you say, “It’s raining cats and dogs today!” One of your new friends says, “Yes, but every cloud has a silver lining.”



“What does that mean?” you ask. Your friend says, “Sometimes we can see sunlight behind dark clouds. It means we can find good in bad situations.” You say, “Nice!” And you make a note. When you USE language, you GET more chances to LEARN.

“E” stands for evaluate what you use. Usually teachers evaluate learners. But barefoot learners evaluate themselves. Can you say your new phrases correctly and clearly? Can you remember them quickly without looking at notes? Do you use the I-GLUE process daily? How can you do it more and improve the process?

PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.

1. In pairs, Partner A reads out loud from “A” for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: ____.
4. Partner B do steps 1-3.

WORD FOCUS: MATCH WORDS AND DEFINITIONS

- | | |
|----------------|---|
| A. To Adapt | ___ To think carefully and decide if something is good or bad. |
| B. To Retrieve | ___ To change to fit a new situation. |
| C. Courageous | ___ To bring something back or to “bring something back to mind.” |
| D. To Evaluate | ___ To be strong and brave. |



Solve Puzzles. In a new country, you will need to learn a lot of new things. Answer: (1) Write down the place or places you want to go to. (2) Make a list of things you need to do to get ready before you go.

Places You Want to Go to	List of Things You Need to Prepare



Remember Keys. (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: _____



Key: _____



Key: _____



Suggest Solutions. In a new culture, may feel alone. You may find it hard to make friends. To make friends, it's best to do things with people. In your new place, suggest 5 activities to do or places to go with friends. If you know where you are going, be specific about real places.

Rank	Suggest with Reasons	Choice
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Rank Solutions. In your group, **rank** your solutions from most helpful to least helpful.



Choose Solutions and Report. Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Gangs kidnapped Lena on her first day in Mexico. Her story teaches us a {1}_____ lesson. If we plan to live in a new culture, we need to prepare. We want to enjoy new sights, smells, and tastes, but we need knowledge. This may sound like work, but we can also think about it like hunger. We can feel hungry to know about the {2}_____ of a new culture. Our curiosity can pull us like hunger to learn what we need.



But what do we need to learn? How can we prepare? We need to make some effort. But {3}_____, experts can give us helpful advice about what we need to know. The following ideas come from culture expert L. Robert Kohls and common sense.

Get {4}_____. Know the address of your hotel, apartment, or house. Know its location on a map, and know how to get there by train, bus, or car. Know the prices for transportation. Find the safest busses, trains, or taxis. Know {5}_____ language: how to greet people, how to buy things, how to get places, how to order food, how to {6}_____ a speaker's speech with questions. Could you speak more slowly please? Could you speak more simply please?

Learn the {7}_____. How many people live in your new city or country? What do people think about religion, {8}_____, art, friendship, and family? What happened in the history of your new city and country? What is happening in the recent news? How does your new city and country make money? What are the famous {9}_____ and places? Who are the famous people?

Watch Your Manners. All cultures have manners. People follow {10}_____ rules. They expect each other to act in certain ways. In some cultures, people speak freely

about religion or politics. But in other places, people {11}_____ these topics. In Mexico, people may hug for greetings. In Greece, people may kiss each other on the cheek for greetings. In the US and Canada, people shake hands. In Japan, people {12}_____. Good manners will help you live better in your new culture.


Ask People from Your Country. When you visit a new culture, you bring your own culture's ways of thinking and acting. These ways work well in your home culture, but in a new culture they may {13}_____ you trouble or communication problems. For example, Americans use a hand gesture for "okay," but in Japan this gesture means "money," and in France it means "zero." To get help, ask people from your country for their fair and {14}_____ opinions. Ask them: What troubles did you have? What mistakes did you make? What should I do and not do?


Make Friends. You can learn from people from your own country. But ideally, your hosts can guide you and help you. {15}_____ know best. They know the best restaurants, doctors, and famous places. They know the safe and dangerous places. Make local friends and ask them for a tour of your new city. Ask questions and let your curiosity guide you.


Lena felt excited to visit Mexico, but she failed to prepare. Her failure drove her down a dangerous road. Do not follow that bad example. Instead feel {16}_____ for your new culture. Study. Make mistakes; learn from your mistakes. In time, you can become an expert about your new place. Then you can make the most of your experience and help others to do the same.


CHOOSE A COUNTRY – ANSWER THESE QUESTIONS


1. How many people live in your new city or country?
2. What is happening in the recent news?
3. What are the famous products and places? Who are the famous people?


 **Solve Puzzles.** In a group, draw a map of the area around you. Draw where you are now and move out from there. Include stores, restaurants, coffee shops, bus stops, and stations, etc. Use English. Work together.

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** Imagine George. He doesn't think crossing cultures is helpful or necessary. Your goal is to help him see the benefits of learning about new cultures. Suggest 5 benefits of cross-cultural communication. Share ideas from your experiences and readings.

Rank	Suggest with Reasons	Choice
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 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) People often fear their first rides on public transportation in a new place. And in new places, we face many unknown challenges. When I first came to Japan, I didn't know north from south. I didn't know how to ask for directions. I didn't know where to shop or eat. I didn't know the prices of foods. I didn't know how to order food. I didn't know the names of places. I didn't know how to count money, and I could read nothing.

Worst of all perhaps, I did not have a plan or system to learn all these things. So, I learned, mostly by trial and error. I followed this motto: "I like mistakes and learning from them." Of course, we can learn from mistakes, but we can also avoid mistakes by designing plan for crossing cultures.

This is the suggestion of cross-cultural expert L. Robert Kohls. He suggests that we have a strategy for coming to a new place. We can call this "cross-cultural travel by design," like the artful actions you plan to take when you come to live in a new place.

By design and planning, you can start where you live and move out from there. Look for the stores, restaurants, offices, bus stops, train stations, places of worship, parks, and nature spots nearby. Look at the homes. Do your neighbors live in big expensive homes or smaller homes? Do they drive luxury cars or economy cars? Do your neighbors talk to each other, or do they value privacy? Does your neighborhood look safe in the daytime and at night?

(B) After you learn your neighborhood, keep moving out and learn more about where you live. As you learn about places, you will need to remember place and street names. Learn the name of your neighborhood and its street names. You can write these names down and draw a map in a notebook. Look at the street signs. Look at the address numbers. Look for patterns. Do the street numbers appear in order? Do the street names follow an A, B, C pattern?

It seems funny, but you may feel fear when you first ride a bus or take a taxi. Before

you ride, learn the prices. Find out how to pay. Learn where to get on and off. Learn how to clearly say the name of the place where you want to go. Then if you need to ask for help, the driver or passengers can understand you.

Be careful, but also be friendly. Don't give out private and personal information to strangers. But you will increase your lucky chances to meet friends if you have an outgoing personality. If you are not outgoing, you can learn to become more outgoing. Try to make friendly conversation with staff and customers at stores, restaurants, and coffee shops.

Of course, you can enjoy the friendship of people from your own country. But to truly cross-cultures, you need to learn from the locals and enter their communities. As you cross-cultures by design, you will experience benefits and challenges. But remember, you can keep your resilience as cultural traveler by keeping a positive attitude about your new home.




PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.


- In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.**
- When you hear the alarm, stop reading. Mark the place where you stop!**
- Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: ____.**
- Partner B do steps 1-3.**


WORD FOCUS: MATCH WORDS AND DEFINITIONS


- | | |
|-----------------------------|---|
| A. Artful | ___ Buildings where people go to pray for religion. |
| B. Places of Worship | ___ The ability to become strong again after something bad happens. |
| C. Outgoing | ___ Being very skilled, especially in a clever way. |
| D. Resilience | ___ Friendly and likes meeting and talking to new people. |


 **Solve Puzzles.** In your group, make a list of 3 folktales like Momotaro or the Rabbit and the Turtle. What is the message and moral of each folktale? That is, what key idea does each folktale want to teach us? Write your answers below. Prepare to share with the class.


Folktale	Moral and Message

 **Remember Keys.** (1) Do the story activity on the next page. (2) Then with a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** You are the knower. You know your culture. So, generally your culture is the known. You don't know your new culture, so your new culture is the unknown. Think of a foreign place: _____. List up 5 things you don't know about this new place.

Rank	5 Unknowns!	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Scientists ask hard questions. For example, what is electricity? In the 1830s, Michael Faraday asked questions about electricity. And his answers changed the world. He made the first electric (1) _____. And Faraday helped to give the world electric power.



Here's another hard question. How can we connect computers to work together? In 1990, Tim Berners-Lee answered this question. He (2) _____ the World Wide Web. The Web helps us share information over the Internet. And it changed the world.

Michael Faraday and Tim Berners-Lee answered hard questions. But we can ask even (3) _____ questions. For example, how did life begin? Where does language come from? Why are these hard questions? Well, language and life are (4) _____. DNA makes life. DNA makes your eyes and ears -- amazing machines that help you live. DNA makes your brain. Your brain makes language. And language works as a power that helps you live.

Language also makes culture. We live in culture. And culture helps us live. But like DNA and language, cultures are complex! Cultures are so complex they can (5) _____ us! But culture does not work like electricity, the Web, and DNA. Science gives us facts and (6) _____ about these things. But the cultural truth is not so clear. And yet culture teaches us how to live. So, how can we learn (7) _____, cultural truths? In a word, we can learn culture through stories.


In his book, Maps of Meaning, Dr. Jordan Peterson says stories teach us culture. He gives us a (8) _____ idea for learning culture. Stories shine light on three points of life experience. Stories help us adapt to the (9) _____, the known, and the knower.


What is the unknown? In the unknown world, we experience something new, hard, or (10) _____. We cross over into a new, unknown culture. We learn a new language that we don't know. In the unknown world, we feel (11) _____. We feel confused. We feel fear. But cultural stories give us maps to the unknown.


What is the known? In the known world, we experience the old, easy, and familiar. We may know the familiar in our hearts. But we can't (12) _____ talk about it. With cultural stories, we put the known into words. So, cultural stories help us see the known more clearly.


What is the knower? You are! And cultural stories shine light on knowers. Cultural stories help you see your beliefs and (13) _____. They help you see your actions and behaviors. Where do you come from? What are your (14) _____? Who is important to you? What do you value? Answer these questions. Then you'll better see yourself -- the knower. Look at the story of the rabbit and the turtle... (Read more at ReadOasis.com.)


WORD FOCUS: LIST NEW OR HARD WORDS	
A. To adapt	___ Useful and sensible.
B. To invent	___ Not sure what is happening or what to do.
C. Complex	___ When something is not simple, but has many parts or details.
D. Practical	___ To create something new.
E. Confused	___ To change to fit new situations.
THINK ABOUT IT!	
1. What did Michael Faraday do?	
2. What did Tim Berners-Lee do?	
3. How are DNA and language like culture?	
4. What is Jordan Peterson's guiding idea?	
5. What are the unknown and known in culture?	


 **Solve Puzzles.** Imagine you'll travel to a foreign country and live there for 3 months. Choose a country: _____. After you return, what 3 things will your future self have learned or achieved? Make a list.

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** Ken got put in prison in a foreign country. He can't get out for a while. Help him cope and find meaning and purpose in his trouble. Suggest 5 (a) activities he can do, (b) things he can create or experience (c) or activities he can do with other people in prison.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Viktor listened to the sound of hard coughing. He looked at the man in the bed next to him. The man coughed and {1}_____ for air. Other men in the room coughed hard, too. Just then, the door {2}_____ open. A cold wind filled the room, and a Nazi {3}_____ threw some old bread on the floor.

A few men picked up the bread. They moved like the walking dead, wearing gray clothes {4}_____ with dirt and sweat. They shared the bread with the other {5}_____. But they didn't have enough for everyone. Then Viktor saw something strange and wonderful in this terrible place.

One man looked at his bread. He then looked up at the sick man next to Viktor. The man with the bread walked over and put his hand on the sick man's {6}_____. And he gave the sick man his last piece of bread. The sick man took the bread, smiled and coughed weakly. Then he ate.

As the days passed, some of these men died in this Nazi prison {7}_____. But Viktor lived. He lived to write and talk about his experiences. And he wrote one of the most important books in the last 100 years. The book is called "Man's Search for {8}_____."

In his book, Viktor Frankl wrote about meaning and purpose. He wrote about how people can find meaning -- even in life's most difficult moments. The bread story shows this hard and real drama. Viktor saw a man who lost everything. But he still had the power to do something. He had the power to help another person -- to give a piece of bread.

This experience taught Viktor a powerful lesson. He could lose everything, money, {9}_____, even family. But he would still have one thing -- the last of human

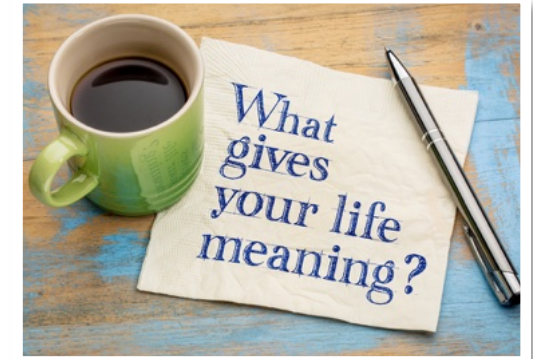
How can we find meaning and purpose in hard situations? Guess three answers that will come in this story.

freedoms. He could still choose his attitude. He still held the freedom to choose his {10}_____ to any situation.

We may see this as a hard lesson, and we will probably never see what Viktor saw. But we can still use this lesson with our goals in mind. That is, we can find meaning and {11}_____ as we face the challenges of learning languages and crossing cultures.

When we travel to a new culture, we experience a different way of life. We must deal with different languages, {12}_____, foods, values, and ways of thinking. These ways and values challenge our own ways of thinking. We may feel strange, confused, and out of place.

We can prepare by anticipating challenges -- and by making clear our cross-cultural purpose. If you plan to live in a new culture, what goals do you have? What do you want to {13}_____? How can you mentally prepare for the challenges that may come? When you return to your country, what {14}_____, experiences, and skills to you want to bring home with you?



AFTER LISTENING, ANSWER THESE QUESTIONS

1. What is the title of Viktor Frankl's book? In your own words, summarize what the book is about.
2. Viktor lost everything. But he learned a powerful lesson. What lesson did he learn?
3. What challenges must we "deal with" when we cross cultures?
4. How do these challenges affect us?
5. How can we prepare for cross-cultural challenges?



Solve Puzzles. A foreigner in Japan worries about making cultural mistakes. He asks his Japanese friend: “What rules should I follow while in Japan?” What would his Japanese friend say? List up 3-5 rules for foreigners to follow when visiting Japan.



Remember Keys. (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: _____



Key: _____



Key: _____



Suggest Solutions. Imagine you lived in Canada. Now your host family is coming to visit you. **They want to experience culture in your country.** Suggest 5 customs, traditions, and cultural experiences you will introduce to them. Be specific about places and activities.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



Rank Solutions. In your group, **rank** your solutions from most helpful to least helpful.



Choose Solutions and Report. Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

(A) On his first day in Spain, Harry got lost in Madrid. He thought: "These streets aren't like home in Toronto." 500-year-old buildings. Gray stone streets. Red meat hanging in shop windows. The smell of fresh bread. The sound of a guitar in the park. "So, this is Spain!" he thought. But Harry wasn't just lost in Madrid. He didn't know it. But he was lost in Spanish culture.

The next day, Harry played soccer with local kids. "Let's change the rules!" he said. "Let's use three balls!" The Spanish kids looked surprised. They liked soccer the traditional way, with one ball. Changing the rules? No way! Harry didn't understand. He liked his new idea.

Then he learned that in Spain, people tend to like the familiar. They tend to keep things the same. It feels safe. He remembered his culture studies. Culture expert Edward T. Hall says culture is deep. The significant parts are hidden. Hidden culture includes:

1. **Beliefs:** Ideas that people think are true.
2. **Values:** What people think is important. Like respect and kindness.
3. **Attitudes:** Thinking that affects acting, like regard for rules or avoiding change.
4. **Rules:** Unwritten guides for how people should act. **(B)**
5. **Roles:** Parts people play in society, like being a student. People may expect students to "act like a student." But the expectation is hidden and not explained.
6. **Customs:** Common behaviors, like greetings, table manners, or gift giving. Values hide behind customs: values like kindness, respect, and reciprocity.
7. **Traditions:** Activities or events with special meanings, like holidays. The history and reasons for traditions are often hidden.

As Harry thought about hidden culture, he looked deeper. He watched people. He

learned to show respect by always saying "please" or "por favor" in Spanish. He always said, "Thank you," that is, "¡Gracias!" And he learned Spanish grammar for speaking with older people.

Little by little, Harry got it. Food, fashion, festivals, and more. These stand on the surface. But culture flows deeper. Harry started following Spanish customs. And he started to understand the values behind the customs. He learned to follow unwritten rules.

He felt more comfortable. He wasn't lost anymore. He learned a lesson. Culture isn't just about what we see. Culture hides out in values, beliefs, and rules. To truly understand culture, Harry looked deeper. And he found the magic of hidden culture.




PAIRED READING FOR FLUENCY

When we practice fluency, we use language that we already know.


1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: _____.
4. Partner B do steps 1-3.


WORD FOCUS: LIST NEW OR HARD WORDS


1. What are ideas people think are true? (A) Values (B) Beliefs (C) Customs
2. What guides people's judgments of good or bad? (A) Rules (B) Values (C) Attitudes
3. What are unwritten guides for behavior? (A) Traditions (B) Rules (C) Customs
4. What did Harry learn to say in Spanish to show respect? (A) Thank you (B) Hello (C) Goodbye


 **Solve Puzzles.** In your group, define culture shock. Finish this sentence: "Culture shock is _____." Then make a list of things that cause culture shock. Finish this sentence: "Culture shock is caused by _____."


Define Culture Shock	Causes of Culture Shock
Culture... shock is	Culture shock is ca

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** Ken is Japanese. He goes to Cuba. Cuban women greet Ken with a kiss on the cheek. Men and women hug Ken. He is shocked! This is very different from Ken's Japanese culture. Suggest 5 things Ken can do to understand and deal with this difference.

Rank	Suggest with Reasons	Choice
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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Corey loved Japan. But not today. The honeymoon was over. He had enjoyed sushi, ramen, temples, and gardens. But today, he was tired. He tried to speak Japanese. But the words didn't come out. He missed his family and friends. He missed home.



Corey started to feel culture shock. Let's call it the "Culture Blues." Professor Paul Peterson said that Culture Blues come in 5 stages. **Stage 1** is the (1) _____ stage. After that comes frustration! Let's look at Corey as he goes through each stage.

Stage 2: (2) _____ Stage. Corey feels sad and homesick. He finds it hard to communicate because of the language barrier. He misses his familiar (3) _____.

However, Corey starts to understand Japanese culture. He makes new friends and enjoys their traditions. Thus starts the third stage: the Adjustment Stage.

Stage 3: (4) _____ Stage. Corey starts to feel more comfortable. He (5) _____ to the Japanese way of life. He learns about their traditions and the way people live.

Corey still has sad moments. Sometimes he feels overwhelmed. He still makes cultural mistakes. But he doesn't lose hope. This is the fourth stage: the Acceptance Stage.

Stage 4: (6) _____ Stage. Corey learns to accept differences. He accepts his new and exciting place. He is not afraid of (7) _____ anymore. He learns from his cultural mistakes.

After spending a long time in Japan, Corey changes. He appreciates Japanese culture. He becomes more (8) _____. This is the fifth stage: the Adaptation Stage.

Stage 5: (9) _____ Stage. Corey accepts Japanese culture. He feels like a part of it. He learns so much and makes wonderful memories.

Through these stages, Corey adapts to a new culture. He sees the experience as challenging but beautiful. He (10) _____ his time in Japan. He loves his new friends. And now Corey is ready for new cultural adventures with an open heart.

WORD FOCUS: MATCH WORDS AND DEFINITIONS

A. To appreciate	___ Change your behavior or ideas to fit into a new situation.
B. To adapt	___ A feeling of having too much trouble to deal with.
C. Barrier	___ See the good qualities of something or someone and to value them.
D. Surroundings	___ Something that stops you or makes it difficult to move forward.
E. Overwhelmed	___ The place where you are or the conditions you are in

With your partner, try to recall the 5 stages – without looking at the story!

Words for Breaking Stereotypes



Solve Puzzles. Define "stereotype." Finish this sentence: "A stereotype is _____." Then list up common stereotypes about people from Japan, Spain, and the United States. Remember: stereotypes are often incorrect!

Define Cultural Stereotype	Common Stereotypes about Japan
A stereotype is	Common stereotypes



Remember Keys. (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.



Key: _____



Key: _____



Key: _____



Suggest Solutions. Now look at your list of stereotypes. For those that are partly true, rewrite them as generalizations that point to general patterns in a culture. Use careful and softer words like "many," "in general," and "may tend to be," etc.

Rank	Suggest with Reasons	Choice
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		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>



Rank Solutions. In your group, **rank** your solutions from most helpful to least helpful.



Choose Solutions and Report. Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

Words for Breaking Stereotypes

(A) When Steve met Mariko in Tokyo, he was in for a surprise. She shook his hand. She smiled. She spoke with confidence in a big voice. And she gave clear and strong opinions. They ate lunch at a sushi place. Mariko smiled and said, "I hate American food! Too much butter!" Then she laughed out loud and smacked her hand on the table.

Steve's eyes opened wide. He asked, "How long did you live in America?" Mariko replied, "Never! I have lived in Japan all my life. And I've never traveled abroad." Steve said, "Wow! Your English is great. And I thought all Japanese people were shy!" Mariko laughed loudly and said, "NOT ME!"

Steve mistakenly thought all Japanese people were shy. He held a stereotype in his brain about Japan. With stereotypes, we think everyone in a group is the same. For example, you meet a very quiet Chinese person. Then you wrongly think all Chinese people are quiet.

Sometimes, we are scared to talk about different groups. We don't want to use stereotypes. One time Steve met Alberto, a lawyer from Mexico City. For some reason, Steve felt shy to say "Mexican." Steve had heard some people say "Mexican" in a rude way. But Alberto said, "We are proud to be Mexican! Of course, 'Mexican' is a good word for us!"

(B) Not all stereotypes are rude or unkind. Some stereotypes are nice. But they are still stereotypes! Here's one: "All Asians are good at math." But this nice stereotype is wrong. Why? Well, we can count 48 countries in Asia! So, that's 4.5 billion Asians who are good at math?! They all can't be good at math. So, this stereotype is overly simple and unhelpful.

So, what's the solution to stereotypes? Instead of stereotypes, we can talk about common patterns in large groups. We look at many people. Then we can find common patterns. And we can talk about these patterns with carefully chosen words. We can use words like: "many," "in general," and "may tend." We call this way of thinking a

"generalization."

Such words limit, soften, and qualify our statements. They work as words that can help us break stereotypes! For example, here's a stereotype: "Japanese people are shy." Now here's a generalization: "Many Japanese students may tend to be shy in English class." That's "many" not "all." And it's "tend to be" not "are."

When Steve met Mariko, he made a mistake. And he learned a lesson. All people in a group are not the same. Each person is unique, no matter where they come from. By looking at many people from one country, we can guess how they might behave. We can see general patterns. But no one is the same. We'll always meet people who are different and unique.




PAIRED READING FOR FLUENCY


When we practice fluency, we use language that we already know.


1. In pairs, Partner A reads out loud from "A" for 60 seconds. Partner B listens.
2. When you hear the alarm, stop reading. Mark the place where you stop!
3. Partner A, repeat steps 1-2. How many MORE words did you read the second time? Answer: ____.
4. Partner B do steps 1-3.


WORD FOCUS: MATCH WORDS AND DEFINITIONS


- | | |
|---------------|--|
| A. To smack | ___ To be not nice or not polite. |
| B. Scared | ___ To give someone the right to do something, or to soften a statement. |
| C. Rude | ___ To feel afraid or worried. |
| D. To qualify | ___ To hit with your open hand – making a noise. |


 **Solve Puzzles.** List up important customs, traditions, festivals, holidays, and beliefs in your society. **Choose one from your list** and explain why it is important. Share your personal experiences with this custom as well.

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** Racism is a stupid mistake that can hurt cross-cultural communication. Define racism. **Racism is:** _____. Suggest 4 things we can do to stop racism so we can better understand people.

Rank	Suggest with Reasons	Choice
	R a c i s m i s :	
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

On his first meeting in Korea, Earl came late. But he entered the meeting room with a big smile on his face. And there stood Mr. Kim. For a few long seconds, the room filled up with an (1) _____ silence.

Then Earl gave Mr. Kim a strong (2) _____. "I'm looking forward to doing business with you," said Earl in a loud voice. Then he (3) _____ Mr. Kim on the back and sat down. But Mr. Kim remained standing, with a look of surprise on his face. And when Earl saw Mr. Kim's surprise, he laughed!

Without knowing it, Earl broke Korean (4) _____. British people, like Earl, tend to value equality. Brits may highly value fair play, so they believe in treating others as (5) _____. But Earl didn't know much about Korea. Koreans tend to show respect, especially to (6) _____ and leaders.

Of course, Koreans can have (7) _____ conversation. But this was Earl's first meeting with Mr. Kim. Earl should have waited for Mr. Kim, the senior, to sit first. In the future, how can Earl (8) _____? He should study cultural etiquette. In Korea, he needs to follow local manners and respect elders!

Earl laughed when he saw the surprise on Mr. Kim's face. Earl thought the surprise was like laughter. But Mr. Kim felt surprised because he saw (9) _____.

According to Hofstede, Koreans tend to maintain some power (10) _____. In Hofstede's scale, Korea scores 60 on power distance. And the UK scores 35. (For comparison, Russia scores 93 on power distance. Power holders tend to be very distant in Russia.)

So, Koreans may value social order slightly more than the British. And Earl didn't know this. That's why he didn't understand Mr. Kim's surprise. In the future, how can Earl adapt? He needs to remember that social values (11) _____ across cultures. And he may need to accept or adapt to power distances in some cultures.

Earl also didn't (12) _____ for being late. Maybe he failed to apologize because of his pride. Or maybe he felt comfortable being late. Hofstede says Koreans tend to (13) _____ uncertainty (like being late). Korea scores 85 on uncertainty avoidance. And the UK scores 35.


These numbers suggest that Brits may feel more relaxed about rules than Koreans. And Brits may tend to feel more comfortable in an unclear situation. But many Koreans may (14) _____ to value exact rules and being on time! So, how can Earl adapt? He needs to take cultural rules more seriously. He can't (15) _____ follow the British way in Korea!

Earl's meeting in Korea didn't go well. But he learned a lesson. He needs to know about the customs and values in other cultures. He needs to watch how people react and sense how they feel. Then, he must respond with kindness and respect for their cultural values.





Q/A


1. What did Earl break? (A) A chair (B) Korean etiquette (C) A promise
2. Earl as a Brit tends to value...? (A) Being late (B) Equality (C) Silence
3. Who tends to value respect for elders more? (A) Brits (B) Koreans (C) Both
4. What should Earl study? (A) Korean language (B) Mathematics (C) Cultural etiquette
5. Earl failed to...? (A) Laugh (B) Apologize (C) Stand up
6. Koreans may tend to want to avoid...? (A) Loud voices (B) Uncertainty (C) Smiling


 **Solve Puzzles.** In cultural studies, we talk about “values.” What are values? In your group, write your definition of values below. Then make a list of 3 values that are important to you and your culture.


What are Values	3 Important Values in Your Culture
Values are	Three important values
	(1)
	(2)
	(3)

 **Remember Keys.** (1) Do the story activity on the next page. (2) With a partner, answer: what are the 3 **key ideas or words** in the story you want to remember? (Use the online story, too.) Answer with sentences.


 Key: _____


 Key: _____

 Key: _____

 **Suggest Solutions.** Value: “Listen when others speak.” Tom doesn’t listen when others speak. He wants to change and listen better. Suggest 5 things that Tom can do to improve his ability to listen to others.

Rank	Suggest with Reasons	Choice
		<input type="checkbox"/>
		<input type="checkbox"/>
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		<input type="checkbox"/>
		<input type="checkbox"/>

 **Rank Solutions.** In your group, **rank** your solutions from most helpful to least helpful.

 **Choose Solutions and Report.** Work together. Check your choices for your 3 best solutions. Report your choices and/or rankings to the class.

What should Jordan do? (A) Should he help Moose cheat on the exam? Or (B) should he say, "I'm not going to help you!" And more importantly, why should he say A or B? In the end, Jordan's values will probably decide!

Our values often help us make decisions. In the little stories that follow, you will see an action. Each action is guided by a value from the list below.

Values: (a) speaking indirectly, (b) being informal, (c) valuing family, (d) relying on oneself, (e) speaking directly, (f) respecting elders, (g) saving face, (h) equality, (i) high power distance. As you read, try to match the values above with the actions below.

1. It's John's first day on the job. He's the new boss. He meets the employees and says, "Please, call me by my first name, Johnny. I like to keep it casual."
2. Mary's aunt died last week. Mary goes to her boss's office. And she says, "I would like to request the day off tomorrow. My aunt died, and I need to attend her funeral."
3. At a meeting, five workers are discussing product prices. Four workers agree to raise prices. But Mary disagrees. She says, "I disagree! Those prices are way too high!"
4. Harold is turning 67. He wants to retire at age 70. But his performance on the job is not good. The company could fire him. But instead, they decide to train him, so he can improve his performance.
5. Steve is the president of a large company of 3,000 workers. In a speech to the whole company, he gives this invitation. "I want you all to feel free to visit my office and share your ideas. Just make an appointment!"
6. Andrey found a clear way to solve a problem in a large Russian oil company. He says, "I want to tell the boss, but he's hard to reach. And I'm afraid he will disagree with me."
7. Jordan enters the room to take the university exam. Moose follows him. But Jordan focuses on his own exam. And Jordan does not allow Moose to cheat.

8. At a meeting, the boss is talking about cutting costs. He says, "I think we should cut health care benefits." In his heart, Alex disagrees. But he says, "That's an interesting idea. We should think about it."
9. On her birthday, Sarah receives a gift that she doesn't like. She hates the gift! But she says, "Wow! It's not exactly what I had in mind."



Values guide actions. But people are complex. Sometimes we don't act in line with our values. Or sometimes two values move us. We say, "I like it" when we dislike it. Here, maybe we want to (a) save face and (b) speak indirectly. In the end, human behavior can be confusing and complicated. But it's still good to think about how cultural values motivate actions!

(1) In groups, take turns reading each paragraph aloud.

(2) Match the values (a-i) with the actions 1-9.

(a) speaking indirectly	# <u>8</u> Reason: He disagrees, but doesn't say so.
(b) being informal	# ____ Reason:
(c) valuing family	# ____ Reason:
(d) relying on oneself	# ____ Reason:
(e) speaking directly	# ____ Reason:
(f) respecting elders	# ____ Reason:
(g) saving face	# ____ Reason:
(h) equality	# ____ Reason:
(i) high power distance	# ____ Reason:

As you study and use these rules, think about 3 things. (A) What do these rules tell me about "the unknown" of other cultures? (B) What do these rules tell me about "the known" of my own culture? And (C) what do these rules teach me about myself "the knower?"

1. **Look for Reasons.** Try to understand why people act, think, and speak differently from you. Ask yourself, "What is a good reason for acting this different way?" Be careful! Their reasons may differ from your reasons!
2. **Over-Simple.** Spot your over-simple ideas, biases, and stereotypes. Put them into words, so you can see them more clearly. Avoid over-simple sayings like: "All Germans do X" Instead, try "Many Germans may tend to do X."
3. **Respect.** Respect cultural differences. Don't judge people by your own cultural values. Think carefully and deeply before you compare cultures. Remember, rules differ across cultures. We don't use English rules to judge the rules of Japanese grammar!
4. **Experience.** Experience your new culture. Show interest in cultural life. Before you say something is bad, learn more about it. Learn the language. Try new foods. Enjoy new music. Visit new places. Meet new people.
5. **Individuals & Groups.** Notice how people think about groups and individuals in different ways. Adapt to these differences. Ask yourself: "Do people act this way because they value the group or the individual?"
6. **Negative Comments.** Again, avoid saying that something is bad in your new culture. If a culture is new for you, you may not understand it yet. Every culture has bad things. But we may think something is bad when it's just different.
7. **Communication Styles.** Adjust to various communication styles. Notice differences in direct speech, indirect speech, tone of voice, volume, bad language, and taboos. Adjust your style as needed. Try to fit into your new culture or subculture.

8. **Humor & Laughter.** Laugh and find the funny things in life. Humor can help you relax. Humor can help you deal with cross-cultural stress. But use humor with caution. Be sensitive about cultural feelings and differences about humor.
9. **Body Language.** Adapt to differences in body language. Notice nonverbal communication, gestures, facial expressions, eye-contact, touching, personal distance, and space. Remember, your body language may differ in meaning in a new culture.
10. **Innovations & Traditions.** Some cultures value change. Some cultures value tradition. Understand and adapt to differences about local manners, traditions, cultural innovations, religious values, ceremonies, and spiritual customs.
11. **Time.** People have different values about time. Look for differences about time for appointments, schedules, lateness, being on time, and time management.
12. **Social Status.** Learn to act and speak politely regarding social status and power relations. Use appropriate speech, manners, clothing, gestures, and titles based on social status.

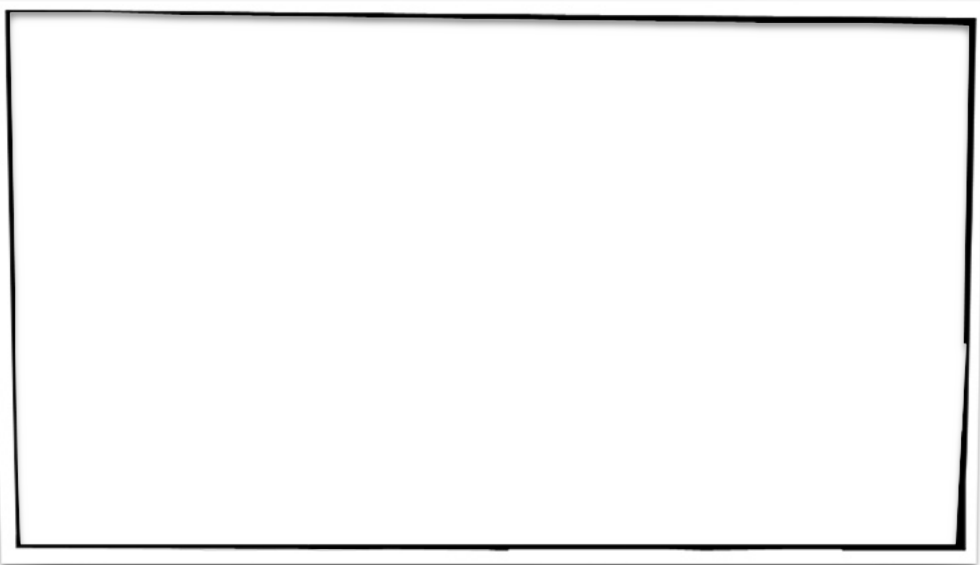
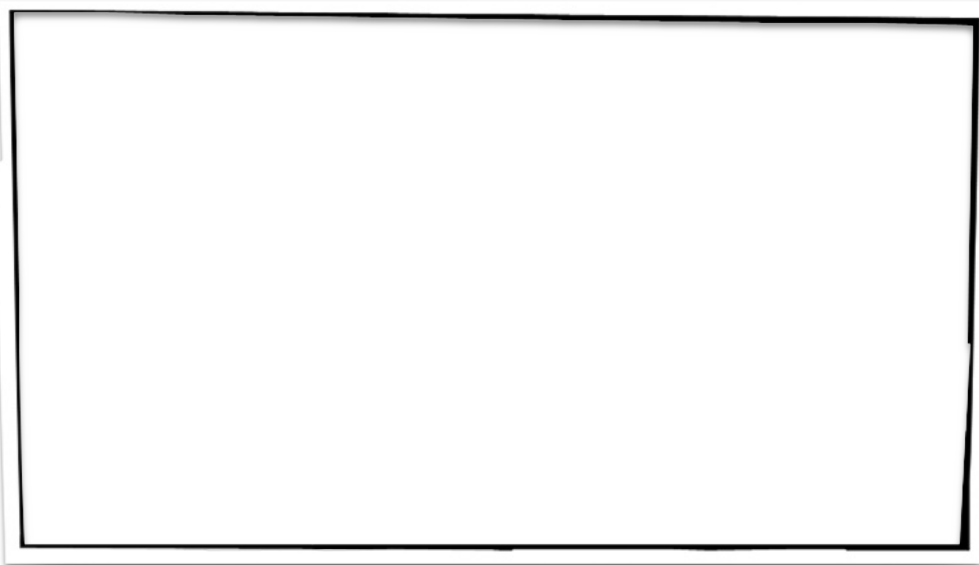
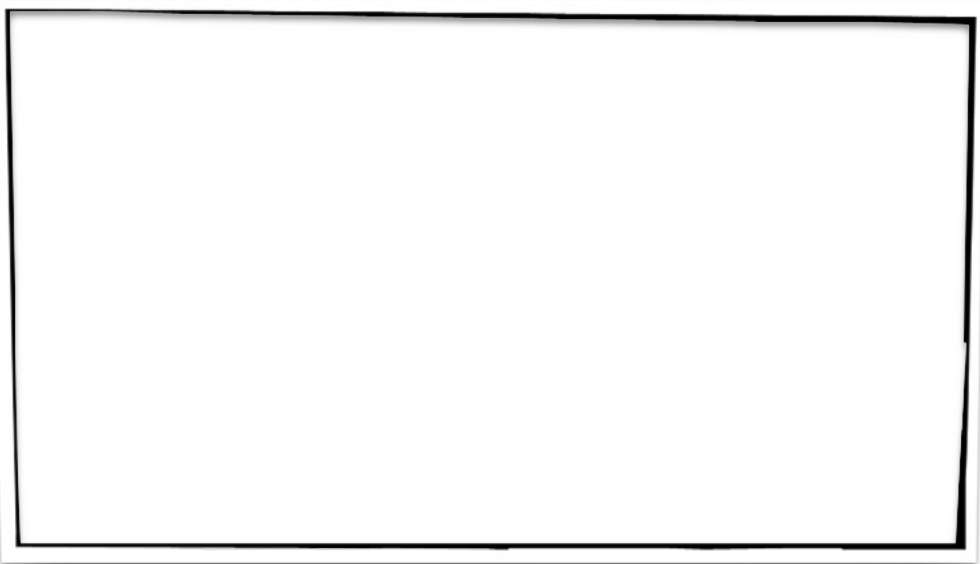
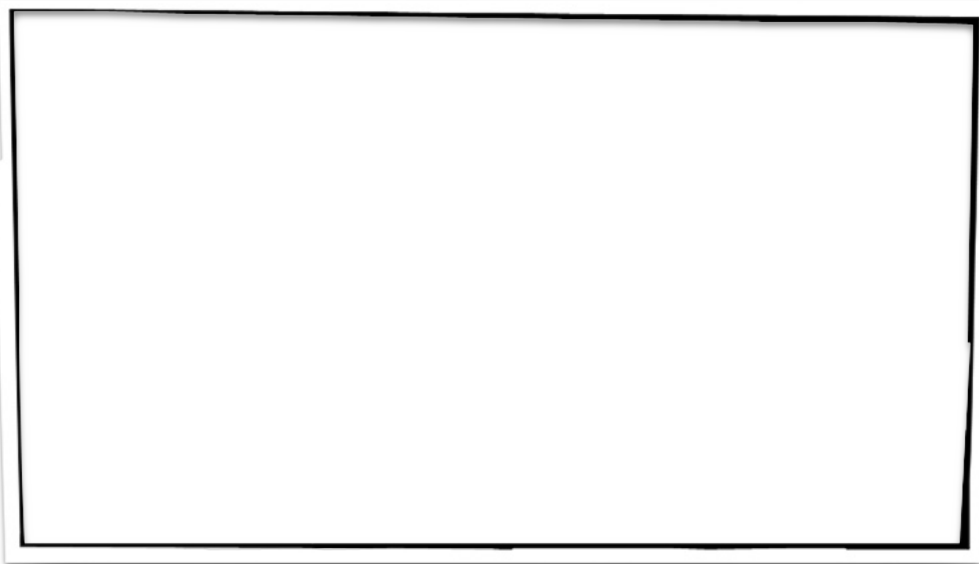


Bonus Rule. Remember, individuals can vary more than groups. Cultures differ. But people differ, too. Samuel speaks strong opinions in a big voice. You may think Samuel comes from America or Italy. But Samuel is Japanese. Many Japanese tend not to say strong opinions in loud voices. So, Samuel's behavior shows how individuals can vary more than groups.

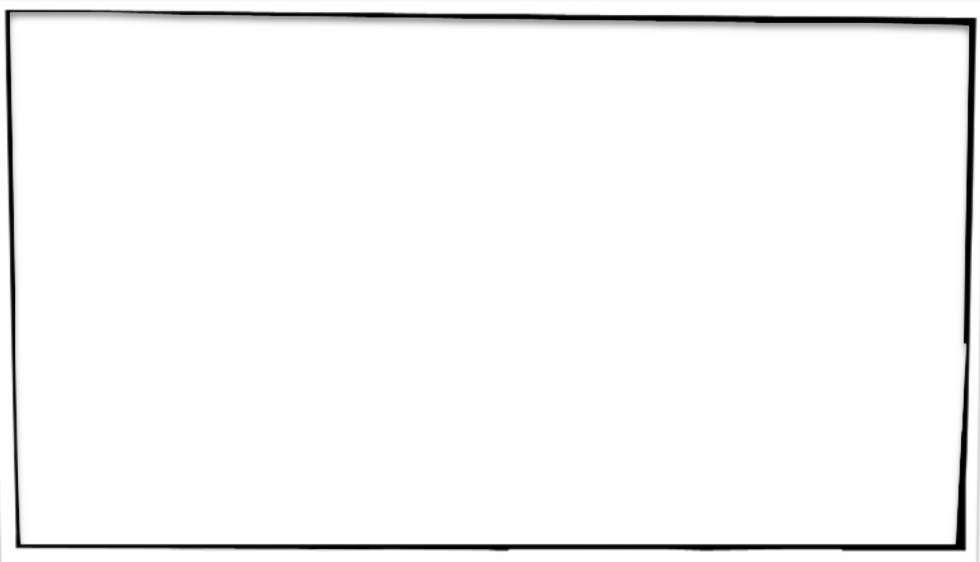
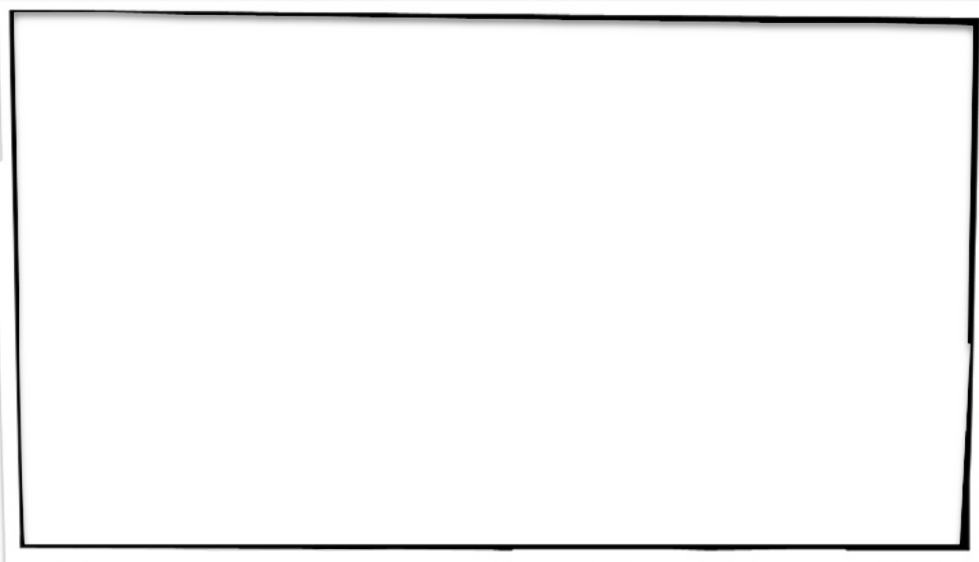
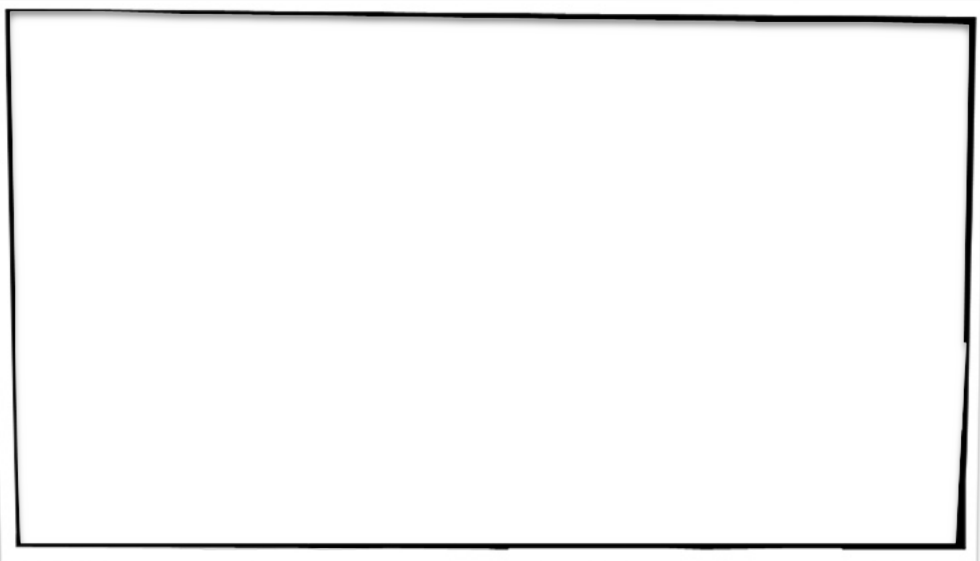
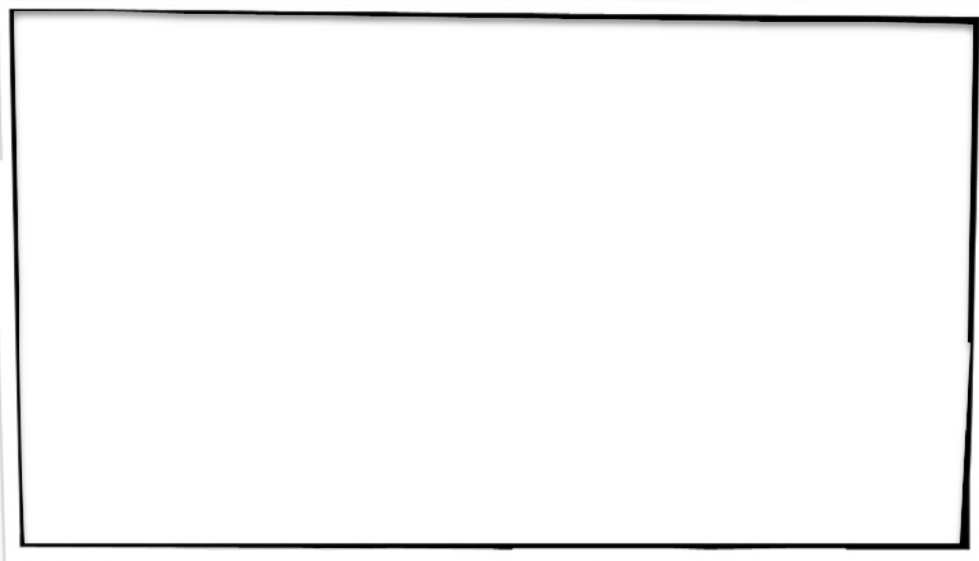
Q/A

1. To change something a little to make it better (A) adjust, (B) destroy, (C) increase.
2. An over simple idea that people have about something (A) stereotype, (B) difference, (C) change.
3. Suitable or right for a particular situation or person (A) appropriate, (B) wrong, (C) inaccurate.

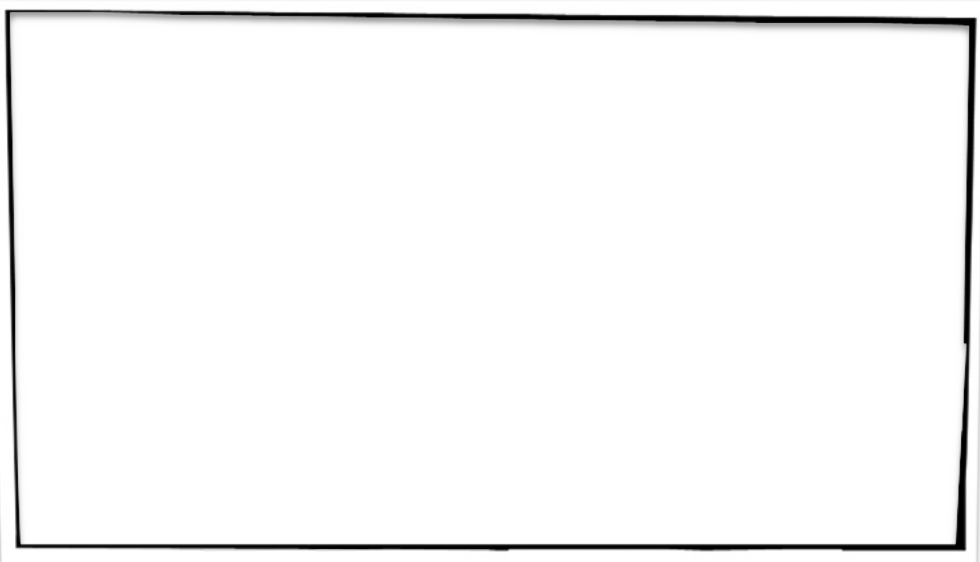
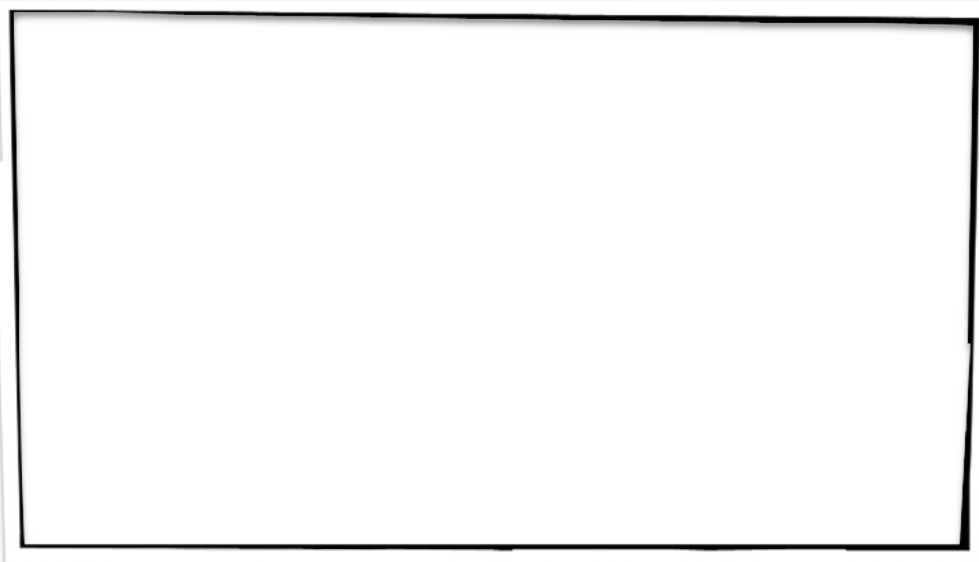
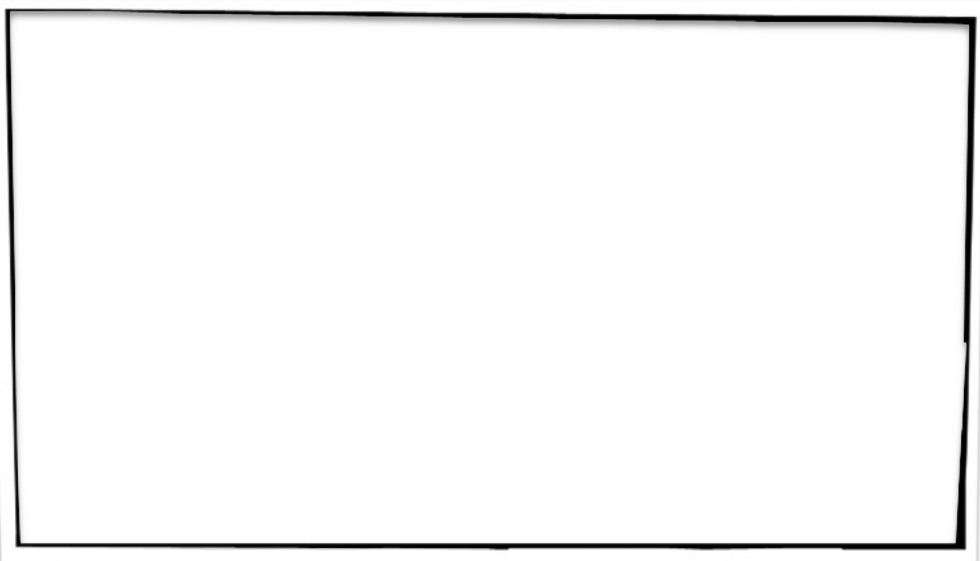
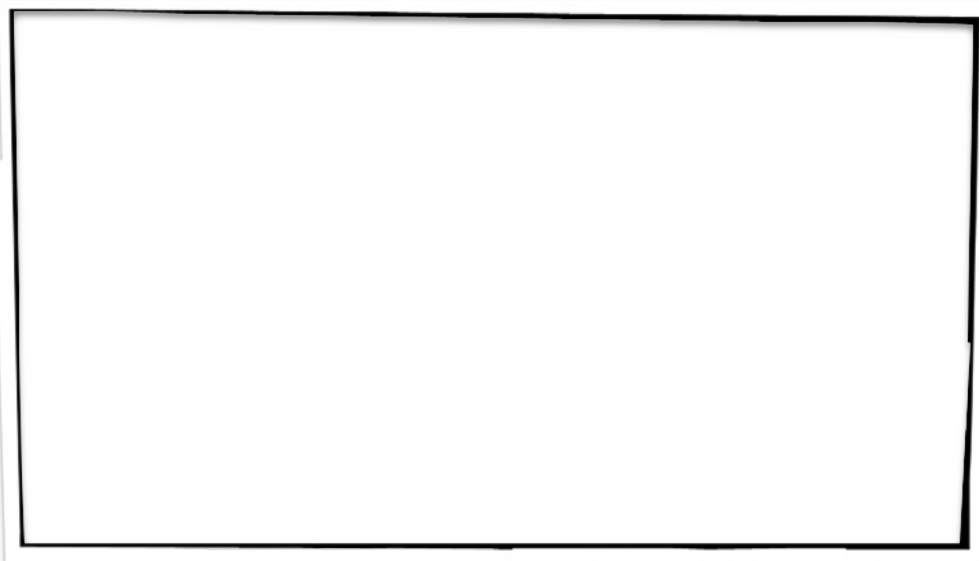
Work with your partner or in groups to do information gap, dictation, and active learning tasks.



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