Chapter 1

. (p. 1) The word communication might be defined as “telling something to another person”. But this is not enough. Why not?

a. Communication needs ideas as well as words.

b. It is possible to communicate without telling something directly.

c. It is possible to communicate without telling something indirectly.

d. It is possible to communicate without another person to talk to.

. (p. 1) I say to you, “It is cold.” You then close the window. What does this example illustrate?

a. Cultural communication.

b. Failed communication.

c. Direct communication.

d. Indirect communication.

. (p. 2) Fill in the blank. Communication is the process of defining and \_\_\_\_\_\_\_\_ meaning.

a. Consisting.

b. Explaining.

c. Producing.

d. Sharing.

. (p. 2) Which of the following illustrates defining meaning?

a. Learning a language.

b. Using a dictionary.

c. Asking for help.

d. Speaking your opinion.

. (p. 2) The textbook gives the example of the author saying to you, “Mimi ni mwalimu.” Is this communication? Why or why not?

a. No it is not, as nothing is shared between us.

b. No it is not, as defining meaning did not occur between us.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 2) The textbook gives the example of 「空気を読む」. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 4) Consider the example of 「二十丸」 mark meaning “correct” written on a test sheet. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (Chapter 1) Consider the example of two rabbits sitting in a hole. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (Chapter 1) Consider the example of a rabbit stomping its foot repeatedly. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (Chapter 1) Consider the example of several birds sitting in a tree, looking at each other. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (Chapter 1) Consider the example of a dog peeing on a tree. Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (Chapter 1) Consider the example of thinking to yourself, “This is boring.” Is this communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 2, 3) The textbook gives an example of culturally-defined meaning. What is it?

a. Taking your shoes off at the entrance to a house.

b. Pointing to your nose.

c. The different ways to say thank you.

d. Answering the telephone.

. (p. 2, 3) Is pointing to your nose when asked a question by the teacher an example of communication in Japanese culture?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 2, 3) Is pointing to your nose when asked a question by the teacher an example of communication in Western culture?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 3) Is the waggle dance of the bee communication? Why or why not?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 3) What do bees communicate by dancing?

a. The direction and distance to a food source.

b. The location of an enemy.

c. The desire to mate in order to produce baby bees.

d. The feeling of being threatened.

. (p. 3) What do lima beans communicate with chemicals?

a. The direction and distance to an enemy.

b. The location of water.

c. A request for help.

d. A request to eat its leaves.

. (p. 4) Which of the following is not a source of definitions?

a. Language.

b. Culture.

c. Atoms.

d. Genes.

. (p. 4) Fireflies emit light from their bodies. Is this communication?

a. No it is not, as nothing is shared.

b. No it is not, as defining meaning did not occur.

c. Yes it is, but sharing of meaning is missing.

d. Yes it is, as there is both defining and sharing of meaning.

. (p. 3-5) Which of the following is NOT an example given in the textbook of something being shared as part of communication?

a. Money.

b. Light.

c. Words.

d. Chemicals.

. (p. 6) Which of the following is not needed for communication?

a. Speaker.

b. Audience.

c. Addressee.

d. Message.

. (p. 6) What do you call the person who is the target of the message?

a. Speaker.

b. Audience.

c. Addressee.

d. Overhearer.

. (p. 7) Which of the following parts of the message is the actual words spoken by the speaker?

a. The verbal component.

b. The nonverbal component.

c. The paralinguistic component.

d. Everything but the nonverbal component.

. (p. 7) What is the definition of “the nonverbal part”?

a. It is the spoken part of the message.

b. It is the independent part of the message.

c. It is the expressed part of the message.

d. It is the implied part of the message.

. (p. 7) What is the nonverbal component of phrase 「是非遊びに来てね」?

a. Please come and visit.

b. This is an invitation.

c. I am just being polite.

d. This expression is not used in Western culture.

. (p. 8) What is the nonverbal component of phrase “There is food in the refrigerator”?

a. If you are hungry, then please eat the food that is in the refrigerator.

b. Are you hungry?

c. I already ate dinner.

d. If you open the refrigerator door then you will find food in the refrigerator.

. (p. 7) Consider the expression, “I am Japanese” spoken by a Japanese student. Which of the following statements is true?

a. This is the nonverbal component only.

b. This is the verbal component only, as there is no nonverbal component.

c. This is the verbal and the paralinguistic component.

d. This is neither the verbal component nor the nonverbal component.

. (p. 8) What is the definition of “paralinguistic”?

a. In place of the linguistic part.

b. On top of the linguistic part.

c. Under the linguistic part.

d. Alongside the linguistic part.

. (p. 8) Which of the following best describes facial expressions?

a. Part of the linguistic component.

b. Part of the paralinguistic component.

c. Part of the verbal component.

d. Part of the nonverbal component.

. (p. 8) A person smiles at another person to show that she is happy, without actually saying anything. What is the verbal component?

a. It is the expression of happiness.

b. It is the smile.

c. It is not stated in the information provided.

d. There isn’t one.

. (p. 8) A person smiles at another person to show that she is happy, without actually saying anything. What is the nonverbal component?

a. It is the expression of happiness.

b. It is the smile.

c. It is not stated in the information provided.

d. There isn’t one.

. (p. 8) A person smiles at another person to show that she is happy, without actually saying anything. What is the paralinguistic component?

a. It is the expression of happiness.

b. It is the smile.

c. It is not stated in the information provided.

d. There isn’t one.

. (p. 9) The phrase 「飯食った？」 is:

a. Formal.

b. Informal.

c. Broken.

d. Simplified.

. (p. 9) Fill in the blanks. 「飯食った？」 and 「ご飯はもう食べましたか」 are two \_\_\_\_\_\_\_\_\_ of the \_\_\_\_\_\_\_\_\_ expression.

a. Variation; different.

b. Variants; same.

c. Variation; same.

d. Variants; different.

. (p. 10) What determines which variant to use?

a. Your verbal message.

b. Your nonverbal message.

c. The context of your communication.

d. The society of your communication.

. (p. 11) Which of the following is not a part of the context, as described in the ?

a. The personal characteristics of the speaker.

b. The personal characteristics of the address.

c. The history.

d. The situation.

. (p. 12) Complete the sentence. According to the textbook, Japanese university students use less foreign loanwords when talking to:

a. Other university students.

b. Elderly people.

c. Professors.

d. Strangers.

. (p. 12) Fill in the blanks. You frequently \_\_\_\_\_\_\_\_\_ your speech to match the characteristics of the \_\_\_\_\_\_\_\_.

a. Arrange; speaker.

b. Arrange; addressee.

c. Adjust; addressee.

d. Adjust; speaker.

Chapter 2

. (p. 18) Fill in the blank. A(n) \_\_\_\_\_\_\_ is a collection of examples of similar phenomena.

a. Idea.

b. Label.

c. Object.

d. Category.

. (p. 19) Fill in the blank. Humans have the ability to categorize. This knowledge is \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_.

a. Automatic; categorical.

b. Cultural; inherent.

c. Categorical; cultural.

d. Cultural; personal.

. (p. 20) Which of the following is an example of universal colors?

a. Black, white.

b. Black, blue, brown.

c. Red, purple.

d. Pink, red.

. (p. 20) What does the Tiv word “ii” mean?

a. Good, well.

b. Any dark color.

c. Any light color.

d. Red, yellow, brown.

. (p. 21) Which of the following colors is at the top (=highest rank) of the color hierarchy?

a. Red.

b. Yellow.

c. Brown.

d. Orange.

. (p. 21) Which of the following colors is the most basic?

a. Red.

b. Yellow.

c. Brown.

d. Orange.

. (p. 22) How do color words in Japanese reflect the color hierarchy?

a. The more basic words are shorter.

b. The more basic words are older.

c. The i-adjective words are more basic than the na-adjective words.

d. The na-adjective words are more basic than the i-adjective words.

. (p. 22) How do color words in Chinese reflect the color hierarchy?

a. The more basic words are shorter.

b. The more basic words are older.

c. The native words are more basic than the borrowed words.

d. The borrowed words are more basic than the native words.

. (p. 23) How do color words in English reflect the color hierarchy?

a. The more basic words are shorter.

b. The more basic words are older.

c. The more basic words are fewer.

d. The more basic words are easier to remember.

. (p. 23) A researcher is investigating a newly-discovered language. She has found words for the colors red, green, black, and brown. Do you think that there is most likely a word for yellow? Why?

a. No, because this language only has basic words.

b. No, because yellow is a more basic word than brown.

c. Yes, because yellow is a more basic word than red.

d. Yes, because yellow is a more basic word than brown.

. (p. 24) Japanese has more categories for seaweed than English. Why?

a. Japanese people live near the ocean.

b. Categories are determined only by inherent knowledge.

c. Categories are determined only by cultural knowledge.

d. Categories are determined by cultural knowledge as well as inherent knowledge.

. (p. 24) What is a prototype?

a. It is a common example that includes all of the abstract characteristics.

b. It is a concrete example that includes some of the most common characteristics.

c. It is an abstract example that includes all of the most common characteristics.

d. It is an common example that includes all of the most concrete characteristics.

. (p. 24) What is the opposite of prototypical?

a. Imprototypical.

b. Non-prototypical.

c. Unprototypical.

d. Anti-prototypical.

. (p. 25) Which of the following statements about prototypical objects is true?

a. People do not think about prototypes, as they are not real.

b. People consider birds to be a prototypical animal.

c. People’s characteristics often closely match a prototype.

d. People respond faster to questions about them.

. (p. 25) Complete the following. When asked for an example, people tend to \_\_\_\_\_\_\_\_\_\_.

a. Only give examples that are not prototypical.

b. Only give prototypical examples.

c. Give examples that are both prototypical and not prototypical.

d. Give examples are that are unique to their personal experience.

. (p. 26) What do you do immediately after meeting a person for the first time?

a. Introduce yourself.

b. Adjust your communication to match his or her characteristics.

c. Assign him or her to various categories.

d. Communicate as if her or she was not a prototypical member of the category.

. (p. 26) What do you do when you start communicating with someone for the first time?

a. You speak Japanese.

b. Assume that that person is a prototypical member of the categories.

c. Create a new category specifically for that person.

d. Communicate as if that person was not a member of any categories.

. (Chapter 2) Consider the relationship between the characteristic “can fly” and the category “bird.” This characteristic is \_\_\_\_ .

a. Essential.

b. Prototypical.

c. Universal.

d. Inherent.

. (Chapter 2) How might a Japanese person adjust their communication when speaking with a Japanese person who has just returned from living in Canada for ten years?

a. Assign him to a category, and speak words from that category often.

b. Assume that he is prototypical Japanese, and speak Japanese to him.

c. Assume that he is not prototypical Japanese, and speak easier Japanese to him.

d. Assume that he is prototypical Western, and speak only English to him.

. (Chapter 2) Which of the following university courses is the least prototypical?

a. 心理学と詐欺.

b. 宇宙観光経済論.

c. マンガの書き方.

d. ロープワーク.

. (Chapter 2) Arrange the following colors in order from basic to advanced.

a. Green, purple, red, white.

b. White, red, green, purple.

c. ,Red, green, white, purple.

d. Purple, red, white, green.

. (Chapter 2) Complete the sentence: 先輩 and 後輩are two examples of \_\_\_\_\_\_.

a. Categories.

b. Prototypes.

c. Cultural knowledge.

d. Contexts.

. (p. 27) What is the difference between a group and a category?

a. A group refers to cultural knowledge, whereas a category refers to inherent knowledge.

b. Categories contain prototypes, but groups do not.

c. A group is a part of a category.

d. They are the same, but a group refers to people whereas a category refers to things.

. (p. 28) What is an in-group?

a. It is a group within a specific category.

b. It is a group that the addressee belongs to.

c. It is a group that you belong to.

d. It a group within another group.

. (p. 28) Which of the following does the speaker not belong to?

a. In-groups.

b. Out-groups.

c. In-categories.

d. Out-categories.

. (p. 28) When people compare groups, then tend to:

a. Decide which group is better.

b. Decide which group that they want to join.

c. Quickly switch from one group to another group as they talk.

d. Assume that the group that they belong to is prototypical.

. (p. 28) Fill in the blanks. People are bias \_\_\_\_\_ members of in-groups and bias \_\_\_\_\_ members of out-groups.

a. Towards; towards.

b. Towards; against.

c. Against; against.

d. Against; towards.

. (p. 29) What do people want the in-group to be?

a. The largest.

b. The best.

c. The newest.

d. The oldest.

. (p. 29) According to the textbook, what do Kansei Gakuin University students tend to think when they meet students from Osaka University?

a. Kansei Gakuin University is not as good as Osaka University.

b. The two universities are almost the same.

c. The two universities are very different.

d. Osaka university is not so good and Kansei Gakuin University is better.

. (p. 29) According to the textbook, what feeling will students have towards their university having a 史跡同好部?

a. Embarrassment.

b. Pride.

c. Indifference.

d. Anger.

. (p. 29) The handout for lecture 04 states that we are bias towards are own group. What does this mean?

a. We want our group to be different.

b. We want our group to be the same.

c. We think that our out-groups are better than our in-groups.

d. We think that our in-groups are better than our out-groups.

. (p. 30) Why do people want the in-group to be noticeably different from the out-group?

a. The differences create name recognition.

b. The differences can be easily exaggerated.

c. The differences create a sense of identity.

d. The differences can be easily emphasized.

. (p. 31) Your boss belongs to the group 外. Why?

a. He speaks タメ口.

b. He is not the same social rank.

c. He is a prototypical member, whereas you are not.

d. He is a member of your out-group.

. (p. 31) Which of the following is a prototypical member of the group 内?

a. Your boyfriend’s mother.

b. Your pet dog.

c. Your brother.

d. A 1500 year old tree.

. (p. 31) Which of the following is a non-prototypical member of the group 内?

a. Your boyfriend’s mother.

b. Your pet dog.

c. Your brother.

d. A 1500 year old tree.

. (p. 31) Which of the following is a prototypical member of the group 外?

a. Your boyfriend’s mother.

b. Your pet dog.

c. Your brother.

d. A 1500 year old tree.

. (p. 32) Which of the following is a non-prototypical member of the group 外?

a. Your boyfriend’s mother.

b. Your pet dog.

c. Your brother.

d. A 1500 year old tree.

. (p. 33) Why do some Japanese people say very rude things such as “キムヨナの演技は上手と思うけど感動はしない”?

a. Ms. Kim is not a prototypical Korean.

b. Ms. Kim is in-group for Japanese.

c. Koreans are out-group for Japanese.

d. These Japanese people lack self-esteem.

. (p. 34) Which of the following is an example of a situation in which it would be very bad to bias against the out-group?

a. Eating lunch with your friends.

b. Judging an English speech contest.

c. Playing in a baseball tournament.

d. Writing a computer program.

**Chapter 3**

. (p. 40) Who are the audience?

a. Everyone who can hear but not necessarily see the speaker.

b. Everyone who can see but not necessarily hear the speaker.

c. Everyone who can both see and hear the speaker.

d. Everyone other than the speaker.

. (p. 42) Who has the most influence on the speaker’s manner of speech?

a. The eavesdropper.

b. The overhearer.

c. The addressee.

d. The speaker.

. (p. 42) Who has the least influence on the speaker’s manner of speech?

a. The eavesdropper.

b. The overhearer.

c. The addressee.

d. The speaker.

. (p. 42) The textbook gives an example of a university student addressing a classmate. Where is the student from?

a. Tokyo.

b. Osaka.

c. New York.

d. London.

. (p. 42) The textbook gives an example of a university student addressing a classmate from Tokyo. How does the student adjust her speech?

a. She uses more English.

b. She uses more Kansai dialect.

c. She uses more Standard Japanese.

d. She does not adjust her speech.

. (p. 42) In which of the following situations will profanity be more likely to be used?

a. Two young men talking while waiting in a line.

b. Two young women talking while waiting in a line.

c. Two young men talking while riding a ski lift to the top.

d. Two young women talking while riding a ski lift to the top.

. (p. 42) In which of the following situations will profanity be least likely to be used?

a. Two young men talking while waiting in a line.

b. Two young women talking while waiting in a line.

c. Two young men talking while riding a ski lift to the top.

d. Two young women talking while riding a ski lift to the top.

. (p. 43) Two young men are standing in a line talking. According to the , they use less profanity in this situation. Why?

a. They are strangers, and using profanity would be rude.

b. They are influenced by the young women around them.

c. The young children around them influence their speech.

d. They are public university students, and so they tend to use profanity less than others.

. (p. 43) Imagine that you are watching movie with your friend. In this scene, a male actor is talking to a female actor. Who is the speaker?

a. The male actor.

b. The female actor.

c. The camera and set crew.

d. You.

. (p. 43) Imagine that you are watching movie with your friend. In this scene, a male actor is talking to a female actor. Who is the addressee?

a. The male actor.

b. The female actor.

c. The camera and set crew.

d. Your friend.

. (p. 43) Imagine that you are watching movie with your friend. In this scene, a male actor is talking to a female actor. Who is the overhearer?

a. The male actor.

b. The female actor.

c. The camera and set crew.

d. Your friend.

. (p. 43) Imagine that you are watching movie with your friend. In this scene, a male actor is talking to a female actor. Who is the eavesdropper?

a. The male actor.

b. The female actor.

c. The camera and set crew.

d. Your friend.

. (p. 44) The textbook gives the example of a Japanese father is talking to his daughter while waiting for the light to change so that they can cross the street. The father notices that a westerner is also waiting nearby. He suddenly starts to speak horrible English to his daughter. Why?

a. He is influenced by the addressee, who is not a Japanese person.

b. The context determines which variant to use.

c. He is attempting to give a non-verbal message to his daughter.

d. He is influenced by the overhearers.

. (p. 44) Several Japanese businesspeople are returning from an evening of drinking. They are chatting to each other in Japanese as they board the train. One of them notices that a foreigner is on the train. He suddenly starts to speak horrible English to his colleagues. Why?

a. He is a prototypical category member, and as such he must learn English for work.

b. The speaker has the most influence on his speech.

c. He is attempting to give a non-verbal message to his colleagues.

d. He is adjusting his speech to match his audience.

. (p. 58) The vocabulary found in the different Japanese translations of the same English book *Anne of Green Gables* are different levels of difficulty. Why?

a. The translator is influenced by the eavesdroppers.

b. The translator is influenced by the overhearers.

c. The translator is influenced by the addressee.

d. The translator is influenced by the speaker.

. (p. 58) The textbook gives the example of a letter written by Anne in the novel *Anne of Green Gables*. In this case, which of the following is Anne?

a. The speaker.

b. The addressee.

c. The overhearer.

d. The eavesdropper.

. (p. 58) The textbook gives the example of a letter written by Anne in the novel *Anne of Green Gables*. In this case, who are the eavesdroppers?

a. Anne.

b. The author.

c. The reader.

d. No one.

. (p. 58) The textbook gives the example of a letter written by Anne in the novel *Anne of Green Gables*. In this case, which of the following roles is the author of the novel?

a. The speaker.

b. The addressee.

c. The audience.

d. None of the above.

. (p. 46) The textbook gives a description a female travel agent. What did the woman do every time she talked on the phone with a costumer?

a. She apologized.

b. She changed her paralinguistic component of the message.

c. She changed the dialect that she used.

d. She changed her non-verbal message.

. (p. 46) In what variety of English is the sound /t/ pronounced like a /d/ in the middle of words?

a. Japanese English.

b. Dialect British English.

c. Standard British English.

d. American English.

. (p. 46) In what variety of English is the sound /t/ pronounced like a glottal stop in the middle of words?

a. Japanese English.

b. Dialect British English.

c. Standard British English.

d. American English.

. (p. 47) The textbook give a description a female travel agent. Which of the following statements best describes the speech of the woman on the telephone?

a. She used American English.

b. She used Standard British English.

c. She used dialect British English.

d. She changed her type of English from one telephone call to the next.

. (p. 48) Fill in the blanks. The \_\_\_\_\_\_ adjust their speech to make it sound more like the speech of \_\_\_\_\_\_.

a. Categorical speakers; gradient speakers.

b. In-group members; out-group members.

c. Speakers; addressees.

d. In-group members; prototypical members of the group.

. (p. 48) Sometimes people adjust their speech so that they sound more like other people. What is this called?

a. Resemblance.

b. Assimilation.

c. Divergence.

d. Convergence.

. (p. 49) According to the textbook, young men speak in a more feminine way when speaking to young women. What is this an example of?

a. Convergence.

b. Divergence.

c. Audience Design.

d. Categories.

. (p. 49) The textbook gives the example of a young man talking to a young woman. Which of the following statements best describes the situation?

a. The man influences the speech of the woman.

b. The woman influences the speech of the man.

c. They mutually influence each other.

d. They do not influence each other, as the speaker has the most influence over speech.

. (p. 50) You are chatting with a friend. The friend begins to speak quickly. According to Communication Accommodation Theory, how will you react?

a. You will become anxious.

b. You will become excited.

c. You will speak slower.

d. You will speak faster.

. (p. 50) Complete the sentence. We converge our speech in order to \_\_\_\_\_\_\_\_ .

a. Sound friendly.

b. Create a strong sense of out-group identity.

c. Speak in a prototypical manner.

d. Sound more like the person we are talking to.

. (p. 50) Which of the following is not an advantage of accommodation?

a. It reinforces in-group membership.

b. It increases comprehension of the message.

c. It reduces social distance.

d. It builds a sense of trust.

. (p. 51) Within the theory of Communication Accommodation, what is divergence?

a. Increasing social distance.

b. Decreasing social distance.

c. Speaking less like the person you are talking to.

d. Speaking more like the person you are talking to.

. (p. 51) Which of the following best describes socially-acceptable communication between a student and a professor?

a. Communication accommodation.

b. Communication divergence.

c. Communication convergence.

d. Communication design.

. (p. 51) Which of the following is not a reason for communication divergence?

a. Establish out-group membership.

b. Show disagreement.

c. Influence the speech of the speaker.

d. Maintain social distance.

. (p. 52) The textbook gives an example of a husband and wife arguing. The husband points out that the wife uses honorific Japanese when they argue. Why might that be?

a. The wife is creating social distance.

b. The wife is being respectful to her husband.

c. The wife is a role model for the children.

d. The wife is adjusting her speech to sound more like the person she is talking to.

. (p. 52) The textbook gives an example of a husband and wife arguing. The husband points out that the wife uses honorific Japanese when they argue. What is this an example of?

a. Communication accommodation.

b. Communication divergence.

c. Communication convergence.

d. Communication design.

. (p. 53) Complete the following. Converging is adjusting your \_\_\_\_\_\_\_\_ in order to make it \_\_\_\_\_\_\_\_ like the person you are talking to. This \_\_\_\_\_\_\_\_ social distance.

a. Group membership; less; decreases.

b. Speech; less; increases.

c. Group membership; more; increases.

d. Speech; more; decreases.

. (p. 55) What type of person is the following sales pitch directed at? This model has excellent performance. Its engine is very efficient.

a. A driven doer.

b. A social persuader.

c. A patient plodder.

d. An analytical controller.

. (p. 55) What type of person is the following sales pitch directed at? This model has an excellent safety record. I heard it was in a bad crash in which the entire family was unhurt.

a. A driven doer.

b. A social persuader.

c. A patient plodder.

d. An analytical controller.

. (p. 55) What type of person is the following sales pitch directed at? This model uses the newest technology. Furthermore, look at how stylish it is!

a. A driven doer.

b. A social persuader.

c. A patient plodder.

d. An analytical controller.

**Chapter 4**

. (p. 60) Who thinks that eating sushi is not a part of Japanese culture?

a. Cognitive scientists.

b. Linguists.

c. Anthropologists.

d. Biologists.

. (p. 61) Which of the following is not part of the definition of culture?

a. Knowledge.

b. Beliefs.

c. Values.

d. Actions.

. (p. 61) Which of the following is not part of the definition of culture?

a. Knowledge.

b. Customs.

c. Behaviors.

d. Attitudes.

. (p. 61) According to the , is the action of eating sushi a part of Japanese culture?

a. No, because it is not abstract.

b. No, because it is not universal.

c. Yes, because it is common.

d. Yes, because it is traditional.

. (p. 61) Which of the following examples was used to illustrate cultural differences in beliefs?

a. You should take off your shows at the entrance way.

b. You should have a bath in the evening, not the morning.

c. You should not eat will walking.

d. If you catch a cold, then you should not have a bath.

. (p. 62) According to the definition of culture given in the class, which of the following is not considered to belong to Japanese culture?

a. Manga such as One Piece.

b. Positive attitudes towards raw fish.

c. The custom of bowing.

d. The belief that 招き猫 is good for business.

. (p. 62) What is a source of friction between people of different cultures?

a. Poor communication skills.

b. Racist attitudes.

c. The domination of the English language.

d. Cultural stereotypes.

. (p. 63) Fill in the blank. The following stereotype occurs in the story on page 63: Japanese are \_\_\_\_\_\_\_\_\_\_ .

a. Always eat rice with every meal.

b. Hard working.

c. Love to play video games.

d. Are noisy tenants.

. (p. 64) Which of the following customs is an example of hidden culture?

a. Taking off your shoes at the entrance.

b. Taking a bath in the evening.

c. Saying thank you with your hazard lights.

d. Explaining who you talked to on the telephone.

. (p. 65) What is the definition of surface culture?

a. Taking your shoes off at the entrance to a house.

b. Customs, attitudes, etc., with an easily visible result.

c. Culture that is difficult to learn as it is not deep.

d. Culture with clues that are visible for a brief time.

. (p. 65) Which of the following statements is true?

a. Surface culture is easy to observe but difficult to learn.

b. Hidden culture is easy to observe but difficult to learn.

c. Surface culture is easy to observe and easy to learn.

d. Hidden culture is easy to observe and easy to learn.

. (p. 66) The textbook describes a story of Western living in Japan being frustrated by Japanese people inviting him for dinner, and then being stood up. Why was he frustrated?

a. It took him awhile to finally catch on that the invitation was fake.

b. He had a hard time catching on to the invitation.

c. He was holding his breath waiting for the phone call.

d. He is completely unfamiliar with Japanese culture.

. (p. 66) The textbook presents a story of a foreigner being stood up. What does the expression “be stood up” mean?

a. To have someone not show up as promised.

b. To get extra help to overcome a difficulty.

c. To be embarrassed in front of other people.

d. To be blamed from something that you did not do.

. (p. 66) The story about a foreigner being invited out for dinner in Japan uses the expression “Don’t hold your breath.” What does this mean?

a. Don’t get disappointed.

b. Don’t expect anything to happen.

c. Don’t wait any longer.

d. Don’t try very hard to succeed.

. (p. 66) The textbook describes a story of Western living in Japan being frustrated by Japanese people inviting him for dinner, and then being stood up. What is his advice?

a. Be careful to not be stood up.

b. You should hold your breath if you are invited to dinner.

c. Take an invitation to dinner with a grain of salt.

d. It is important to quickly catch on to any invitations sent your way.

. (p. 67) Which of the following is hidden culture?

a. The custom of exchanging greeting cards.

b. The custom of 根回し.

c. The positive attitudes towards 漫画.

d. The negative attitudes towards sun tanning, particularly among women.

. (p. 65) Which of the following is a large source of cultural miscommunication?

a. Surface culture.

b. Hidden culture.

c. Positive culture.

d. Negative culture.

. (p. 69) The textbook presents a story that illustrates gender and miscommunication. In that story, what was Kenta’s response to Sae telling him that she had received a job offer?

a. He was very excited.

b. He was a so surprised that he did not know what to say.

c. He acted indifferent.

d. He pretended to not hear her.

. (p. 70) The textbook presents a story that illustrates gender and miscommunication. In that story, Kenta made his girlfriend very angry. How does the textbook interpret this?

a. His girlfriend’s anger was justified.

b. Kenta was not intentionally trying to make her angry.

c. Kenta was intentionally trying to make her angry.

d. The source of anger was miscommunication with a mutual friend.

. (p. 70) Which of the following statements best describes children’s communication?

a. Young children communicate the same as their mothers.

b. Young children often use a very aggressive style of communication.

c. Young children communicate differently depending on the gender of the addressee.

d. Young children communicate differently depending on their gender.

. (p. 70) Which of the following statements best describes children’s play style?

a. Young children have a play style that is surprisingly similar to their mothers.

b. Young children often have a very aggressive play style.

c. Young children play differently depending on the gender of their siblings.

d. Young children play differently depending on their gender.

. (p. 70) Which of the following statements is the least true?

a. Boys tend to talk at the same time.

b. Boys tend to ask a lot of questions.

c. Boys tend to compete and determine who is the winner.

d. Boys tend to argue and disagree.

. (p. 71) Which of the following statements is the least true?

a. Girls tend to talk at the same time.

b. Girls tend to ask a lot of questions.

c. Girls tend to negotiate.

d. Girls tend to not move around so much when they play.

. (p. 71) Complete the following statement. Girls prefer \_\_\_\_\_\_\_ activity and \_\_\_\_\_\_\_. On the other hand, boys prefer \_\_\_\_\_\_\_ activity and \_\_\_\_\_\_\_.

a. Non-physic; cooperation; Physic; competition.

b. Physic; cooperative; Non-physical; competitive.

c. Physical; cooperation; Non-physical; competition.

d. Non-physical; cooperation; Physical; competition.

. (p. 71) According to the textbook, why do men communicate?

a. To mate and produce offspring.

b. To increase their financial income.

c. To show to others that they are able to do things well.

d. To establish supremacy over others.

. (p. 71) According to the textbook, why do men communicate?

a. To meet women and get a girlfriend.

b. To complete whatever they are working on.

c. To make lots of money.

d. To decide who is the boss.

. (p. 72) According to the textbook, why do men communicate?

a. To mate and produce offspring.

b. To increase their financial income.

c. To show to others that they are able to do things well.

d. To build intimacy.

. (p. 72) According to the textbook, why do men communicate?

a. To meet women and get a girlfriend.

b. To complete whatever they are working on.

c. To make lots of money.

d. To make friends.

. (p. 72) According to the textbook, why do women communicate?

a. To mate and produce offspring.

b. To increase their financial security.

c. To build intimacy.

d. To establish group membership.

. (p. 72) According to the textbook, why do women communicate?

a. To meet men and get a boyfriend.

b. To complete whatever they are working on.

c. To make lots of friends.

d. To decide who is the boss.

. (p. 72) Which type of speaker seeks to mutual agreement?

a. Men.

b. Women.

c. Children.

d. Elderly.

. (p. 72) How do women view complaints?

a. Tools for building intimacy.

b. Expressions of anger.

c. Requests for help.

d. Symbols of aggression.

. (p. 73) How do men view complaints?

a. Expressions of friendship.

b. Expressions of anger.

c. Requests for advice.

d. Symbols of aggression.

. (p. 73) According to the textbook, what does a woman want when she complains?

a. Dominance.

b. Reflection.

c. Assistance.

d. Sympathy.

. (p. 73) According to the textbook, what does a man want when he complains?

a. Dominance.

b. Reflection.

c. Assistance.

d. Sympathy.

. (p. 73) Which of the following groups of people has the most influence on the way we learn gender-related aspects of culture?

a. Our teachers.

b. Our parents.

c. Our friends of the opposite sex.

d. Our friends of the same sex.

. (p. 76) The textbook gives an example of gender miscommunication in the work force. Which of the following best describes the source of miscommunication?

a. The male manager gave advice to the female manager in order to improve the idea.

b. The male manager interrupted the female manager.

c. The male manager did not nod or use words of agreement, even though he agreed with the idea.

d. The two managers are not from the same group.

**Chapter 5**

. (p. 79) The textbook tells a story about Takahashi-san in a meeting. Why was his boss angry at him?

a. He did not argue with his colleagues.

b. His English was poor.

c. He praised his boss too much.

d. He asked too many questions.

. (p. 79) The textbook tells a story about Takahashi-san in a meeting. What did he do to support his boss’s idea?

a. He argued in favor of the idea.

b. He argued against the idea.

c. He remained quiet.

d. He asked many questions about the idea.

. (p. 80) The textbook tells a story about Takahashi-san in a meeting. What did Takahashi-san intend to do?

a. Support his colleagues.

b. Criticize the actions of his boss.

c. Participate in the discussion.

d. Make his boss happy.

. (p. 80) Which of the following is not emphasized by debate style?

a. Explaining your opinions, actions, or decisions clearly.

b. Being consistent, and not changing the original idea.

c. Disagreeing with others.

d. Arguing with others.

. (p. 81) What do Westerners do if they agree with an idea?

a. Argue for the idea and against the criticism.

b. Argue against the idea and criticize it.

c. Do not argue, but vote in agreement with the idea.

d. Improve the idea.

. (p. 81) What is the goal of debating in the west?

a. Disagree with others.

b. Show support for an idea.

c. Maintain an idea.

d. Improve an idea.

. (p. 81) What is the origin of the debate style of communication?

a. Ancient native American culture.

b. Ancient Orient philosophy.

c. Ancient Greek civilization.

d. Ancient trade with the Middle East.

. (p. 81) Historically, where did people argue and debate?

a. In the aqueducts.

b. In the amphitheatres.

c. In the agora.

d. In the gymnasia.

. (p. 82) Which of the following statements best describes debating and arguing in the west?

a. It is only seen in formal situations such as court trials.

b. It is considered a bit rude.

c. It is everywhere.

d. It is only seen in intimate contexts, such as conversations with friends.

. (p. 82) Which of the following is considered a sign of intelligence in Western culture?

a. Making eye contact.

b. Debating.

c. Accommodating to the addressee.

d. Complimenting.

. (p. 82) Why do Japanese people tend to avoid debating?

a. It causes the addressee to lose face.

b. They do not value improving ideas.

c. They tend to avoid speaking in public.

d. It is considered a Western thing to do.

. (p. 82) Which of the following words best describes the Japanese way of disagreement?

a. Blunt.

b. Relative.

c. Indirect.

d. Inquisitive.

. (p. 83) How do Westerners respond to the phrase “Let me think about it”?

a. With anger.

b. With disappointment.

c. With sympathy.

d. With anticipation.

. (p. 84) The textbook tells a story about Takahashi-san’s boss being disappointed with him. What should Takahashi-san do now?

a. Quite the company.

b. Explain his behaviour to his boss.

c. Become the new boss.

d. Work harder and longer to impress his boss.

. (p. 84) Is disagreeing considered to be good or bad practice in Western society? Why?

a. Good practice, as it builds character.

b. Bad practice, as it is damages face.

c. Good practice, as it is a sign of intelligence.

d. Bad practice, as it creates social distance.

. (p. 85) Consider the following email: “I don’t have time for this. I am very sorry. I can do it tomorrow.” Was it written by a Japanese person or a Western person?

a. A Japanese person.

b. A Western person.

c. Neither.

d. Both.

. (p. 85) Consider the following email: “I don’t have time for this. I am very busy right now, but I can do it tomorrow.” Was it written by a Japanese person or a Western person?

a. A Japanese person.

b. A Western person.

c. Neither.

d. Both.

. (p. 86) Complete the following sentence: An apology is to the Japanese as an \_\_\_\_\_\_\_\_ is to Westerners.

a. Compliment.

b. Debate.

c. Argument.

d. Explanation.

. (p. 87) What do Japanese tend to do when they are complimented in order to avoid damaging face?

a. Explain.

b. Deny.

c. Compliment.

d. Argue to improve the idea.

. (p. 88) After you gave a small presentation in English class, a good friend compliments you in Japanese: 「めちゃよかったで！」 What is a culturally appropriate response in this situation?

a. ｢ありがとう。小さい時、海外に住んでだ。｣

b. ｢そんなことないで。間違いだらけやった。｣

c. 「はい、はい、その通りでござる。」

d. 「ありがとうございました。」

. (p. 88) After you gave a small presentation in English class, the teacher compliments you in English: “Wow! Your English is really good!” What is a culturally appropriate response in this situation?

a. “Thank you! I was an exchange student for a year in Canada.”

b. “Thank you, but I do not think so. But thank you anyways.”

c. “No, no. My English is still very poor. I made some mistakes.”

d. “Yes, I know. I work hard.”

. (p. 88) What are the two parts of a response to a compliment in Western culture?

a. Gratitude and denial.

b. Humility and explanation

c. Gratitude and explanation.

d. Summary and explanation.

. (p. 88) What will happen if after someone compliments your singing, you say “Yes, I know.”?

a. You will value humility.

b. You will value explanation and logic.

c. You will damage their face.

d. You will think about adding an explanation.

. (p. 89) What is the connection between receiving compliments and giving apologies in Western culture?

a. Group style.

b. Debate style.

c. Low context style.

d. Social power distance.

. (p. 89) Why do Westerners like to give an explanation after being complimented?

a. It improves an idea.

b. It shows high self-esteem.

c. It damages face.

d. They value logic and reason.

. (p. 89) Which of the following is considered to be a key point for successful intercultural communication between Westerners and Japanese?

a. Be respectful.

b. Always apologize.

c. Explain everything.

d. Be confident.

. (p. 90 & p.91) Fill in the blanks. Short eye contact shows \_\_\_\_ in Western culture, but \_\_\_\_ in Japanese culture.

a. Humility; respect.

b. Self-confidence; resistance.

c. Lack of interest; respect.

d. Interest; lack of self-confidence.

. (p. 90 & p.91) Fill in the blanks. Long eye contact shows \_\_\_\_ in Western culture, but \_\_\_\_ in Japanese culture.

a. Hiding something; self-confidence.

b. Self-confidence; resistance.

c. Humility; respect.

d. Interest; self-confidence.

. (p. 91) Which of the following is considered to be a very sexy thing that a man can do by Western standards?

a. Show social power.

b. Compliment.

c. Explain.

d. Long eye contact.

. (p. 92) Fill in the blanks. Long eye contact shows \_\_\_\_ in Western culture, but \_\_\_\_ in Japanese culture.

a. Humility; respect.

b. Self-confidence; resistance.

c. Lack of interest; hiding something.

d. Interest; self-confidence.

. (p. 92) Fill in the blanks. Short eye contact shows that you might be \_\_\_\_ in Western culture, but \_\_\_\_ in Japanese culture.

a. Hiding something; apologetic.

b. Confident; resistant.

c. Apologetic; hiding something.

d. Interested; self-confident.

. (p. 94) Which of the following statements describes the culture of kissing when greeting someone in English-speaking cultures?

a. It is traditional, but young people do not do it so much these days.

b. It is rare, but young people in big cities might do it depending on the person they are greeting.

c. It is considered a normal part of the greeting.

d. It is never done, except between children.

. (p. 95) The amount of touching between presidents depends on:

a. The social attitudes towards each other’s countries.

b. The amount of economic trade between the countries.

c. The touching culture of the countries.

d. Acceptable intercultural communication practices.

. (p. 95) Which of the following list of countries is in order from most touching to least touching?

a. China; India; Canada.

b. U.S.A.; Canada; China.

c. China; India; France.

d. France; India; China.

. (p. 97) Touching is very important in American sports because it builds:

a. Feelings of passion.

b. The self-esteem of the best player.

c. Jealousy among the opponent players.

d. Trust between players.

. (p. 97) With regards to touching and culture, which is the most important factor for Western athletes such as baseball players?

a. The age of the player.

b. The culture of team sports.

c. Western culture norms.

d. The gender of the players.

. (p. 100) The textbook tells a story about Junko, a Japanese exchange student studying in the United States. Why were her classmates angry at her?

a. She did not participate at all.

b. She participated too much.

c. She only used low context communication.

d. She only used high context communication.

. (p. 100) The textbook tells a story about Junko, a Japanese exchange student studying in the United States. What should Junko have done?

a. Argue against the opposition, even if it means repeating what her classmates had already said.

b. Remain quiet in order to show her support for her classmates.

c. Ask several questions to the opposition in order to better understand their argument.

d. Offer the notes that she had prepared to another classmate to use in order to build friendship and trust.

Chapter 6

. (p. 104) In the story about Jane and Keiko, Jane does not understand Keiko. Why not?

a. Jane’s culture influenced the way she understood Keiko’s non-verbal message.

b. Keiko’s paralinguistic component was confusing.

c. In Keiko’s culture, the role of explanation is not important.

d. Keiko was poor at English.

. (p. 104) What type of communication does the phrase “So I must concentrate and study hard, you know” illustrate?

a. Gender style.

b. Group style.

c. Context style.

d. Social power distance.

. (p. 105) What does high context style communication emphasize?

a. The nonverbal component.

b. The verbal component.

c. The paralinguistic component.

d. None of the above.

. (p. 106) What type of communication does the phrase “The vegetables in the grocery store are never fresh” illustrate?

a. Group style.

b. Low context style.

c. High context style.

d. Social power distance.

. (p. 106) What type of communication does the phrase “じゃあ、この事、なんとかしておいてください” illustrate?

a. Group style.

b. Low context style.

c. High context style.

d. Social power distance.

. (p. 106) Which of the following is used to understand the message during high context style communication?

a. The situation.

b. The culture of the person you are talking too.

c. The relationship between the speaker and the addressee.

d. All of the above.

. (p. 107) Which of the following countries is mainly high context style culture?

a. Philippines.

b. Israel.

c. Germany.

d. All of the above.

. (p. 107) Which of the following countries is mainly high context style culture?

a. Norway.

b. Ireland.

c. Canada.

d. Russia.

. (p. 108) In which of the following situations is high context style communication most likely to occur?

a. A family eating dinner together.

b. Paying for something that you are buying.

c. A teaching giving instructions at the beginning of a test.

d. Going through a security checkpoint in an airport.

. (p. 108) Which of the following situations is most likely to use high context style communication?

a. Asking a stranger for direction in Japan.

b. Asking a stranger for direction in the United States.

c. A doctor and nurse working together in Japan.

d. A doctor and nurse working together in the United States.

. (p. 109) What does low style communication emphasize?

a. Group style.

b. The nonverbal part of speech.

c. Intercultural communication.

d. None of the above.

. (p. 110) What type of communication does the phrase “Please do not leave your clothes in the washing machine” illustrate?

a. Group style.

b. Low context style.

c. High context style.

d. Social power distance.

. (p. 110) What type of communication does the phrase “麦100％ 麦芽・大麦・スピリッツ(大麦)を使用、ホップ使用量(0.5％未満)を除く” illustrate?

a. Group style.

b. Low context style.

c. High context style.

d. Social power distance.

. (p. 111) Which of the following countries is mainly low context style culture?

a. New Zealand.

b. Denmark.

c. Austria.

d. All of the above.

. (p. 111) Which of the following countries is mainly low context style culture?

a. Philippines.

b. Japan.

c. Germany.

d. China.

. (p. 111) In which of the following situations is low context style communication most likely to occur?

a. A family eating dinner together.

b. Very close friends eating lunch together.

c. A regular customer drinking in his favorite whiskey bar.

d. Going through a security checkpoint in an airport.

. (p. 111) Which of the following situations is most likely to use low context style communication?

a. Asking a stranger for direction in Japan.

b. Asking a stranger for direction in the United States.

c. A doctor and nurse working together in Japan.

d. A doctor and nurse working together in the United States.

. (p. 112) What is the link between low context style and debate style in Western culture?

a. Protecting face.

b. Apologizing.

c. Explaining clearly.

d. Group identity.

. (p. 112) What is the link between high context style and debate style in Japanese culture?

a. Protecting face.

b. Apologizing.

c. Explaining clearly.

d. Group identity.

. (Chapter 6) Choose the High Context sentence.

a. The test tomorrow will cover only Chapter Three.

b. What time will we start today?

c. I am really sad to hear that.

d. Please do something about that.

. (Chapter 6) Choose the Low Context sentence.

a. Please submit the plan for this project to me by three o’clock.

b. What do you think that he will do next?

c. I heard that they might cancel the concert.

d. This is a little bit fun.

. (p. 115) Which of the following topics does the proverb “出る杭は打たれる” illustrate?

a. Social power distance.

b. Group-based culture.

c. High context style.

d. The importance of explanation.

. (p. 115) What is the most important cultural characteristic of Japanese business cards that is different from Western business cards?

a. Sometimes, the card is written only in Japanese.

b. Sometimes the name of the group is omitted.

c. The name of the group comes before the name of the person.

d. The name of the person comes before the name of the group.

. (p. 116) The textbook claims that Japanese often mention their friends when giving a self-introduction. Which of the following does Japanese culture value that leads to this?

a. Hierarchical relationships.

b. Authority.

c. Friendships.

d. Groups.

. (Chapter 6) Western culture emphasizes the individual. Given this, which of the following are Westerners most likely to include in a self-introduction?

a. Their first name.

b. Their last name.

c. The name of the school that they attend.

d. The name of their zemi teacher.

. (Chapter 6) Western culture emphasizes the individual. Given this, which of the following are Westerners least likely to include in a self-introduction?

a. Their first name.

b. Their last name.

c. The name of the school that they attend.

d. Their hobbies and interests.

. (Chapter 6) Which of the following do people in a group-based culture tend to do more than people in an individual-based culture?

a. Make long eye contact.

b. Ask others for their opinions.

c. Explain clearly.

d. Say their own opinion and disagree with others.

. (Chapter 6) Which of the following do people in a group-based culture tend to do more than people in an individual-based culture?

a. Seek solutions that everyone agrees with.

b. Emphasize the opinions of the individual over the group.

c. Avoid people who are not part of your own groups.

d. Touch in public, as it shows group membership.

. (Chapter 6) Which of the following do people in an individual-based culture tend to do more than people in a group-based culture?

a. Introduce the name of the school that they attend.

b. Ask others for their opinions.

c. Disagree with others.

d. Apologize.

. (p. 117) Which of the following topics does the phrase “指定校” illustrate?

a. Social power distance.

b. Group-based culture.

c. High context style.

d. The importance of explanation.

. (p. 119) Why do Westerners sometimes have a difficulty understanding the “指定校” system?

a. The system encourages students to be lazy by not doing 受験.

b. The system is not used in Western countries.

c. The system does not encourage the improvement of ideas through debate.

d. The system uses an individual’s grades to represent a group.

. (p. 121) Which of the following countries has the highest Group-Based Culture Index Score?

a. Canada.

b. France.

c. Taiwan.

d. Japan.

. (p. 121) Which of the following countries has the lowest Group-Based Culture Index Score?

a. Canada.

b. India.

c. Taiwan.

d. Japan.

. (p. 121) How does Japan’s Group-Based Culture Index Score compare to other countries?

a. It is low.

b. It is high.

c. It is neither low nor high.

d. It is both low and high, depending on the situation.

. (p. 123) Which of the following linguistic phenomena happens more in group-based cultures?

a. Conjunction chaining.

b. Paralinguistic inversion.

c. Pronoun omission.

d. Auxiliary verb substitution.

. (p. 123) Which of the following topics does the phrase “私は食べた” illustrate?

a. Social power distance.

b. Group-based culture.

c. High context style.

d. The importance of explanation.

. (p. 123) Which of the following languages allows pronoun omission?

a. Korean.

b. English.

c. French.

d. Finnish.

. (p. 125) Japanese athletes often deny their own outstanding performances during post-game interviews. Why?

a. Touching is very important in sports.

b. Japan is a group-based culture.

c. Social power distance is very important in Japanese culture.

d. Japanese people tend to avoid arguing because it damages face.

. (p. 126) In the story about Bob and Suzuki-san, the atmosphere suddenly changed when Miyamoto-san unexpected showed up. Why?

a. Bob owes Miyamoto money.

b. Miyamoto cannot speak English at all.

c. Miyamoto was a very important person before.

d. Suzuki does not agree with Miyamoto’s way of doing things.

. (p. 126) In the story about Bob negotiating a business deal in Japan, Bob made a cultural mistake. What was it?

a. He used low context communication during the negotiations.

b. He did not take his shoes off at the entrance.

c. He argued with a superior.

d. He interrupted often and did not wait his turn to speak.

. (p. 127) Fill in the blank. In cultures that emphasize social power distance, \_\_\_\_ play an important role in communication.

a. In-group / out-group differences.

b. Individual opinions.

c. Introductions including the first name.

d. Hierarchical relationships.

. (p. 128) Japanese people avoid pointing out the mistakes of superiors, but Western people do not. What is this an example of?

a. Group-based culture.

b. Social power distance.

c. High context communication.

d. Indirect politeness.

. (p. 128) What type of culture is Japanese 敬語 language an example of?

a. Group style.

b. Social power distance.

c. Context style.

d. Debate style.

. (p. 129) In Japan, the 後輩 are often responsible for cleaning up after a sports club practice. Which of the following cultural phenomena is this a reflection of?

a. Social identity theory.

b. Social power distance.

c. Group style communication.

d. High context culture.

. (p. 130) Which of the following countries has the highest Social Power Distance Index Score?

a. Canada.

b. Indonesia.

c. Korea.

d. Japan.

. (p. 130) Which of the following countries has the lowest Social Power Distance Index Score?

a. United States.

b. India.

c. Israel.

d. Japan.

. (p. 130) Which of the following best describes a culture that values social power distance?

a. The use of titles such as Captain and Doctor is important.

b. Individual opinions are very important.

c. The name of the company that you work for is important.

d. The use of the nonverbal message is important.

. (p. 131) Which of the following is highly valued in a culture that emphasizes social power distance?

a. A sense of independence and uniqueness.

b. The opinions of people in positions of authority.

c. The opinions and feelings of others in your groups.

d. The concept of arguing to improve an idea.

. (p. 130) Which of the following topics does “calling someone by their first name” belong to?

a. Social identity theory.

b. Social power distance.

c. Communication accommodation.

d. Audience design theory

. (p. 131) Which of the following topics does “never disagree with authority” belong to?

a. Surface culture.

b. Low context.

c. Group culture.

d. Social power distance.

. (p. 131) In general, as the important of group-based culture increases, then the importance of \_\_\_\_\_ also increases.

a. Hierarchical relationships.

b. Western debate style.

c. Individual-based culture.

d. Low context communication.

. (p. 131) As the importance of Social Power Distance increases, then the importance of \_\_\_\_\_ decreases.

a. An individual’s opinion.

b. The paralinguistic component of a message.

c. Eye contact.

d. Gender differences.

. (p. 132) How does Japanese culture compare to other cultures of the world?

a. It is extremely sensitive to social power distance.

b. It is extremely group-based.

c. It is extremely individual-based.

d. None of the above.

. (p. 132) Which of the following countries shows a highly unusual relationship between group-based culture and social power index?

a. Japan.

b. Israel.

c. The United States.

d. Indonesia.

. (p. 136) Which of the following topics does the concept of “wakimae” belong to?

a. Surface culture.

b. Low context.

c. Group culture.

d. Social power distance.

. (p. 136) Which of the following topics does the concept of “amae” belong to?

a. Surface culture.

b. Low context.

c. Group culture.

d. Social power distance.

. (p. 137) Often, JET teachers are still expected to go to their workplace during festival preparation days, even though there are no classes to teach. Why are they expected to go?

a. They must prepare new classes.

b. Going to work expresses group solidarity.

c. This is an example of hidden culture.

d. The high context situation forces them to go to work.

. (p. 137) Often, JET teachers are still expected to go to their workplace during festival preparation days, even though there are no classes to teach. Sometimes, they have a hard time understanding this. Why?

a. This is an example of surface cultural differences between Japan and the West.

b. The JET teachers do not understand social power distance in Japanese culture.

c. Western culture emphasizes the individual over the group.

d. The JET teachers do not use high context communication to request permission, and therefore they sometimes damage the face of the Japanese teachers.

. (p. 137) Compared to modern Japan, the culture of medieval Japan emphasized \_\_\_\_\_\_ more.

a. Individual-based culture and hierarchical relationships.

b. Group-based culture and hierarchical relationships.

c. Individual-based culture and low context communication.

d. Group-based culture and low context communication.

. (p. 137) The textbook tells a story of Jeremy, a Canadian exchange student studying in Japan. Which of the following does this story illustrate?

a. Communication accommodation.

b. Surface culture.

c. Social power distance.

d. High context communication style.