Supplemental Materials

Study 1

Additional Analysis: Accounting for the Age Difference

We used propensity-score matching to eliminate the age and gender differences between Chinese and American samples (1), with exact matching calculated using the MatchIt package (2). Thus, the matched subsamples of Chinese and American participants were the same in age ($M = 27.9$ years) and gender (55% M). With the matched data, we did the same two-way Culture (2: China vs. US) × Ethicality (3: unethical vs. gray area vs. ethical) chi-square test of independence as reported in the main text and the results were similar.

- Overall vigilance: $\chi^2(df = 2, N = 749) = 32.28$, $p < .001$, Cramer's V = .21

- After excluding decision-maker-related behaviors: $\chi^2(df = 2, N = 631) = 30.65$, $p < .001$, Cramer's V = .22

Additional Analysis: Using Participants' Own Ratings

In the main text, we report analyses based on RAs' coding of ethicality. Here we present a robustness check by analyzing the data using participants' own ratings of ethicality (Item: "Mary's behavior is moral;" Response scale: -3 = *strongly disagree*, 3 = *strongly agree*). We used a mixed model with the behaviors (level 1) nested within participants (level 2). Culture was treated as a fixed effect (USA = 0, China = 1), and the DV was participants' own ratings of ethicality. Results showed a strong culture effect: $B = -1.05$, $SE = 0.23$, $t(114.9) = 4.57$, $p < .001$, in that the behaviors imagined by Chinese participants ($M = 0.60$, $SE = 0.16$) were rated less ethical than the behaviors imagined by American participants ($M = 1.65$, $SE = 0.17$), 95% CI for the mean difference [-1.51, -0.60]. This result demonstrates that the cultural difference in

ingroup vigilance is not merely in the eyes of outside observers (e.g. RA ratings) but also in participants' own evaluations.

We also tested the alternative accounts (e.g., bribery, *guanxi*) by excluding all behaviors involving the decision maker. The results were similar: country effect, $B = -1.05$, $SE = 0.21$, $t(112.8) = 4.90$, $p < .001$. The behaviors imagined by Chinese participants ($M = 0.89$, $SE = 0.15$) were less ethical than the behaviors imagined by American participants ($M = 1.94$, $SE = 0.16$), 95% CI for the mean difference [-1.47, -0.62].

Additional Analysis: Using Cumulative Link Model Accounting for Gender

In the main text, we analyzed the data using Pearson's chi-square test of independence. Here, we test the robustness of the analysis method by running an alternative analysis method—cumulative link mixed models with a logit link to account for the differences between scenarios, nest stories within individuals, and control for age (standardized) and gender. We used the clmm function from the Ordinal package in R (3). The DV was an ordered response: ethical, gray-area, unethical behaviors. Larger numbers indicate more vigilance.

Results showed that China had more ingroup vigilance than the US (Model 1) and that the cultural difference persisted when we controlled for participants' age and gender (Model 2) and when we further accounted for protagonists' gender in the scenarios (Model 3).

Table S1

China Has More Ingroup Vigilance than the US (Cumulative Link Mixed Model)

		B	SE	z	p
Model 1	China	1.36	0.27	5.14	<.001
Model 2	China	1.04	0.27	3.82	<.001
	Age	-0.42	0.16	-2.66	.008
	(participant) Female	-0.64	0.24	-2.61	.009
Model 3	China	1.05	0.27	3.90	<.001
	Age	-0.41	0.16	-2.60	.009
	(participant) Female	-0.58	0.35	-1.67	.096
	(protagonist) Female	0.36	0.32	1.13	.259
	(participant) Female × (protagonist) Female	-0.08	0.48	-0.17	.865

Study 2

Alternative Analysis Accounting for the Unethical and Gray-area

In the main text, we analyzed the data in Study 2 treating vigilance as a binary variable, 1 = vigilance (unethical & gray-area behaviors), 0 = no vigilance (ethical behaviors). Here we run a cumulative link mixed model with a logit link to further account for the difference between unethical and gray-area behaviors, using the clmm function from the ordinal package in R (3). The DV here is an ordered response: ethical, gray-area, unethical behaviors. The results in Table S2 are similar to the results in the main text.

Table S2

Rice Farming Predicts Ingroup Vigilance (Cumulative Link Mixed Model)

		B/γ	SE	z	p
Model 1	Percent Rice	0.38	0.16	2.32	.020
Model 2	Percent Rice	0.45	0.17	2.69	.007
	Subjective SES	-0.11	0.06	-1.96	.050
Model 3	Percent Rice	0.42	0.18	2.36	.018
	Subjective SES	-0.11	0.06	-2.00	.045
Modernization	Province GDP Per Capita	0.11	0.25	0.42	.676
Model 4	Percent Rice	0.44	0.18	2.44	.015
	Subjective SES	-0.09	0.06	-1.54	.125
Pathogen	Province Pathogen Prevalence	-0.01	0.11	-0.11	.912
Model 5	Percent Rice	0.45	0.17	2.72	.007
	Subjective SES	-0.12	0.06	-2.08	.037
Population density	Province Population Density	3.41	2.89	1.18	.238
Model 6	Percent Rice	0.43	0.20	2.17	.030
	Subjective SES	-0.11	0.06	-1.95	.051
Political institution	Government Efficiency	0.05	0.28	0.20	.843
Political institution	Government Anticorruption Effort	-0.02	0.09	-0.19	.850

Note. Data were analyzed on the behavior level (level 1), nested within individuals (level 2) and provinces (level 3). GDP per capita data are from 1996 (10,000 RMB). Subjective SES is standardized.

Additional Analysis for the Multilevel Logistic Regression Model

Model 1 shows a significant rice effect after accounting for participants crossing the rice-wheat border for college. Model 2 shows a significant rice effect after controlling for main demographic variables. Model 3 tests the effect of the regional economy's transition to a market economy—one indicator of modernization in China (operationalized as percent of workers in private industry; data are from 2010). Model 4 tests the effect of rice after excluding provinces with fewer than five people ($N = 388$ in the analysis, 97.5% of total participants). Model 5 tests for gender effects.

Table S3

Additional Analysis for the Rice-Wheat Differences in Vigilance

		B/γ	SE	z	p
Model 1	Rice (1 = rice, 0 = wheat)	0.21	0.08	2.64	.008
	Cross rice-wheat boarder for college (1 = yes, 0 = no)	0.16	0.13	1.22	.221
	Rice × Cross	-0.11	0.16	-0.67	.500
Model 2	Percent rice	0.29	0.14	1.99	.047
	Subjective SES	-0.12	0.04	-3.32	< .001
	Age	-0.17	0.04	-4.16	< .001
	Female (participant)	-0.25	0.07	-3.50	< .001
Model 3	Percent rice	0.36	0.14	2.49	.013
	Subjective SES	-0.11	0.04	-3.04	.002
	Percent workers in private industry	0.41	0.70	0.57	.558
Model 4	Percent rice (Excluding provinces with fewer than five participants)	0.33	0.10	3.28	.001
Model 5	Percent rice	0.37	0.14	2.66	.008
	Subjective SES	-0.11	0.04	-3.03	.002
	Female (participant)	-0.24	0.10	-2.47	.014
	Female (protagonist)	0.07	0.11	0.69	.492
	Female (participant) × Female (protagonist)	-0.00	0.14	-0.03	.979

Note. Age and subjective SES are standardized.

Notes on Figure 2 in the Main Text

Figure 2 in the main text shows means of provinces with at least five participants. Here, Figure S1 shows means of all provinces. Table S3 Model 4 reports similar results after excluding provinces with fewer than five people (rice effect: $\gamma = 0.33$, $p = .001$). In sum, the results are similar with or without excluding provinces with small sample sizes.
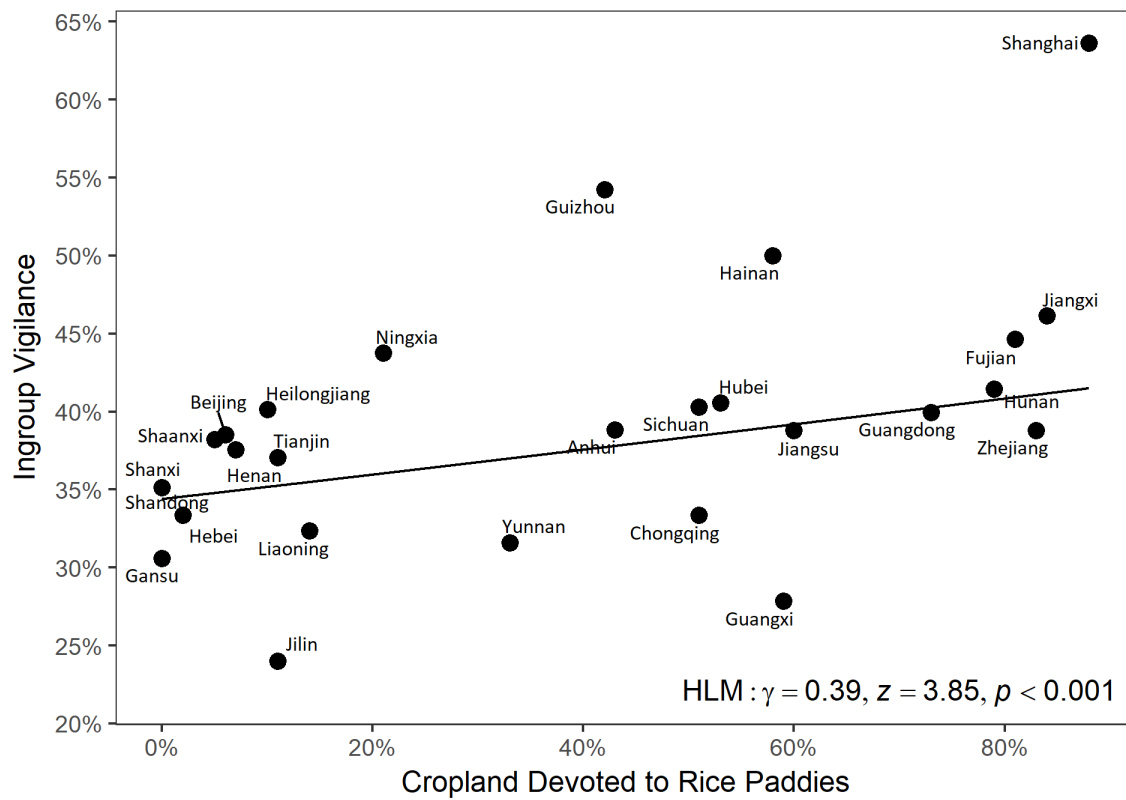
Figure S1. Province-level vigilance as a function of rice cultivation (all provinces). The HLM analysis controls for SES (Main Text Table 1 Model 2).

Study 3

Alternative Analysis

In the main text, we analyzed the data using Pearson's chi-square test of independence. Here, we used mixed effects logistic regressions to account for the differences between stories, nest stories within individuals, and control for age (standardized) and gender, using the glmer function from the lme4 package in R (4). The DV was whether the story contained an ingroup vigilance narrative (yes = 1, no = 0). Tables S4-S12 report results from this analysis method. Results were similar to results reported in the main text.

Competition main effects.

Table S4

Competition Leads to More Vigilance in China

	B	SE	z	p
Intercept	-3.85	0.62	-6.23	<.001
Ambiguous condition	1.78	0.51	3.51	<.001
Win-lose condition	2.80	0.53	5.33	<.001
Female	0.07	0.25	0.26	.791
Age	-0.27	0.19	-1.41	.158

Note. Baseline condition: win-win condition

Table S5

Competition Leads to More Vigilance in the United States

	B	SE	z	p
Intercept	-3.75	0.48	-7.81	<.001
Ambiguous condition	-0.38	0.54	-0.71	.481
Win-lose condition	2.15	0.47	4.58	<.001
Female	-0.10	0.27	-0.39	.697
Age	-0.14	0.21	-0.67	.501

Note. Baseline condition: win-win condition

Country differences.

Table S6

Chinese Participants Are More Vigilant than Americans in the Ambiguous Condition

	B	SE	z	p
Intercept	-2.81	0.52	-5.42	<.001
China	1.49	0.32	4.66	<.001
Female	0.38	0.27	1.40	.163
Age	-0.48	0.20	-2.41	.016

Table S7

Chinese Participants Are Marginally More Vigilant than Americans in the Win-lose Condition

	B	SE	z	p
Intercept	-1.38	0.35	-3.95	<.001
China	0.50	0.29	1.71	.087
Female	-0.20	0.29	-0.68	.495
Age	0.00	0.24	0.01	.992

Table S8

No Cultural Difference in Vigilance in the Win-win Condition

	B	SE	z	p
Intercept	-6.31	1.67	-3.79	<.001
China	0.15	0.62	0.25	.803
Female	-0.21	0.60	-0.35	.729
Age	-0.01	0.44	-0.03	.979

Boundary conditions (country × situation effects).

Table S9

Cultural Difference Are Reduced in the Win-lose Condition (vs. Ambiguous condition)

	B	SE	z	p
Intercept	-3.11	0.43	-7.18	<.001
China	1.65	0.36	4.63	<.001
Condition (0 = ambiguous, 1 = win-lose)	1.81	0.32	5.63	<.001
China × Condition	-1.20	0.44	-2.74	.006
Female	0.07	0.20	0.34	.732
Age	-0.26	0.16	-1.68	.092

Table S10

Cultural Differences Are Reduced in the Win-win Condition (vs. Ambiguous condition)

	B	SE	z	p
Intercept	-2.85	0.40	-7.19	<.001
China	1.54	0.33	4.62	<.001
Condition (0 = ambiguous, 1 = win-win)	0.57	0.33	-1.73	.083
China × Condition	-1.34	0.47	-2.86	.004
Female	0.10	0.22	0.48	.628
Age	-0.33	0.16	-2.06	.040

Analysis within each country, using the Ambiguous condition as the baseline condition.

Table S11

For Americans, Vigilance Doesn't Differ between the Win-win Condition and the Ambiguous Condition

	B	SE	z	p
Intercept	-4.14	0.53	-7.84	<.001
Win-win condition	0.38	0.54	0.71	.481
Win-lose condition	2.53	0.51	4.94	<.001
Female	-0.10	0.27	-0.39	.697
Age	-0.14	0.21	-0.67	.501

Note. Baseline condition is the Ambiguous condition.

Table S12

Chinese Are More Vigilant in the Ambiguous Condition than the Win-win condition

	B	SE	z	p
Intercept	-2.07	0.49	-4.22	<.001
Win-win condition	-1.78	0.51	-3.51	<.001
Win-lose condition	1.02	0.41	2.48	.013
Female	0.07	0.25	0.26	.791
Age	-0.27	0.19	-1.41	.158

Note. Baseline condition is the Ambiguous condition.

Study 1 Materials

Advertisement:

You will read four scenarios of competition and imagine what people will do in the situation.
你将会阅读四个与竞争有关的场景，并想象人们在这个场景下会如何做。

Instruction:

In the following section, you will read **four scenarios about competition**.
Following scenarios are things people commonly experience in their daily life. What are some things that **people around you** might do in this situation?
By "People around you", we mean that they are in the current, immediate community (your school, workplace, town, neighborhood, etc.) in which you live.

在这个研究中，你将阅读**四个与竞争有关的情景。**
这些情景是人们在日常生活中常常经历的。**你周围的人**在这种情景下会怎么做？
"你周围的人"指的是在你通常所接触的群体（如学校，工作场所，当地，邻居等）。
请生成尽可能多的回答。

Female Version

Scenario 1
Mary [Chinese version: Wang Li (common Chinese female name)] is an actress in a drama troupe. There is a new play in preparation. Mary wants to become the leading actress but there are other actresses who also want the position. In order to become the leading actress, what are some things that Mary might do?
王丽是话剧团里的一名女演员。剧团正在筹备一出新戏。王丽想成为女主演，但是其他的女演员也希望得到这个位置。为了成为女主演，王丽有可能做哪些事情？

Please list **at least two** possible behaviors.
请列举出**至少两个**可能的行为。

Possible behavior 1:_____
可能的行为 1:_____
Possible behavior 2:_____
可能的行为 2:_____
Possible behavior 3:_____
可能的行为 3:_____

Scenario 2
Patricia is a student in college. Each year, there is a scholarship awarded to the best student. Patricia does well with her study, so do some other students in her cohort. In order to win the scholarship, what are some things that Patricia might do?
张娅是大学学生。每年会有一份奖学金授予最优秀的学生。张娅的成绩不错，她身边的其他学生成绩也不错。为了获得奖学金，张娅有可能做哪些事情？

Scenario 3
Linda is a government official. There is a promotion opportunity in her department. Linda and some of her colleagues want the opportunity. In order to get promoted, what are some things that Linda might do?
王琳是政府公务员。她所在的部门有一个晋升的机会。王琳和她的一些同事都想获得这个机会。为了获得晋升，王琳有可能做哪些事情？

Scenario 4
Barbara is a biology researcher at a biotech company. Each year, there is a bonus awarded to the most successful researcher in the office. Her own experiments will produce good results in time, but in a nearby lab another employee almost finished with an experiment on dermatitis in mice likely to draw a lot of attention. In order to get the bonus, what are some things that Barbara might do?
张娇是一家生物公司的研究人员。每年，办公室里最成功的研究人员将获得一笔奖金。她的研究预期会获得不错的结果，但是隔壁的另一名员工快完成了关于老鼠皮炎的研究，该研究很有可能取得很大关注。为了获得奖金，张娇有可能做哪些事情？

Male Version

Scenario 1

James is an actor in a drama troupe. There is a new play in preparation. James wants to become the leading actor but there are other actors who also want the position. In order to become the leading actor, what are some things that James might do?

王立是话剧团里的一名男演员。剧团正在筹备一出新戏。王立想成为主演，但是其他的男演员也希望得到这个位置。为了成为主演，王立有可能做哪些事情？

Scenario 2
John is a student in college. Each year, there is a scholarship awarded to the best student. John does well with his study, so do some other students in his cohort. In order to win the scholarship, what are some things that John might do?

张亚是大学学生。每年会有一份奖学金授予最优秀的学生。张亚的成绩不错，他身边的其他学生成绩也不错。为了获得奖学金，张亚有可能做哪些事情？

Scenario 3
Robert is a government official. There is a promotion opportunity in his department. Robert and some of his colleagues want the opportunity. In order to get promoted, what are some things that Robert might do?

王林是政府公务员。他所在的部门有一个晋升的机会。王林和他的一些同事都想获得这个机会。为了获得晋升，王琳有可能做哪些事情？

Scenario 4
Michael is a biology researcher at a biotech company. Each year, there is a bonus awarded to the most successful researcher in the office. His own experiments will produce good results in time, but in a nearby lab another employee almost finished with an experiment on dermatitis in mice likely to draw a lot of attention. In order to get the bonus, what are some things that Michael might do?

张桥是一家生物公司的研究人员。每年，办公室里最成功的研究人员将获得一笔奖金。他的研究预期会获得不错的结果，但是隔壁的另一名员工快完成了关于老鼠皮炎的研究，该研究很有可能取得很大关注。为了获得奖金，张桥有可能做哪些事情？

After participants have completed all the scenarios:

Now consider the following scenario you have just read and your answers.
现在请回顾一下你刚才阅读的场景和你的回答。

Mary is an actress in a drama troupe. There is a new play in preparation. In order to become the leading actress, what will Mary most likely do?

王丽是话剧团里的一名女演员。剧团正在筹备一出新戏。王丽想成为女主演，但是其他的女演员也希望得到这个位置。为了成为女主演，王丽有可能做哪些事情？

Possible behavior 1: List participant's answer here
可能的行为 1:

Mary's behavior is moral.
王丽的行为是有道德的。
- 3 = strongly disagree 非常不同意
-2 = somewhat disagree 中等不同意
-1 = a little disagree 有点不同意
0 = neutral 中立
1 = a little agree 有点同意
2 = somewhat agree 中等同意
3 = strongly agree 非常同意

Then repeat the question for other possible behaviors and other scenarios.

Study 2 Materials

Part 1: Read scenarios and come up with possible behaviors: Same as Study 1.

Part 2: Rate Ethicality.

现在请再次回顾一下你刚才阅读的场景和你的回答。

Now please consider the following scenario again and your answers.

请将场景里主人公的行为进行分类:

Please sort the protagonist's behavior into the following categories.

（1）符合道德：你认为主人公的行为符合道德

(1) Ethical: You think the protagonist's behavior is ethical.

（2）灰色地带：你认为主人公的行为既不是完全的符合道德，也不是完全的不道德

(2) Gray-area: You think the protagonist's behavior is neither completely ethical, nor completely unethical.

（3）不道德：你认为主人公的行为不道德

(3) Unethical: You think the protagonist's behavior is unethical.

如果你觉得无法分类，请选择"无法分类"。

If you feel that it's hard to categorize a behavior, please select "Unable to categorize."

场景：王丽是话剧团里的一名女演员。剧团正在筹备一出新戏。王丽想成为女主演，但是其他的女演员也希望得到这个位置。为了成为女主演，王丽有可能做哪些事情？

Scenario: Wang Li is an actress in a drama troupe. There is a new play in preparation. In order to become the leading actress, what will Wang Li most likely do?

王丽的下列行为是否符合道德?

Is Wang Li's behavior ethical?

List behaviors that the participant has come up with in Part 1 here.

○符合道德　○灰色地带　○不道德　○无法分类

○ Ethical　　　○ Gray-area　○ Unethical　○ Unable to categorize

Repeat this question for the other three scenarios

Part 4: Rate who is involved in the behavior.

请最后一次回顾一下你的回答。
Now please review the scenario and your answers for the last time.

请将场景里主人公的行为进行分类：她的行为涉及到了哪些人?
Please categorize the protagonist's behavior: Who is involved in the behavior?

(0) 不涉及他人：只涉及主人公自己
(0) Doesn't involve other people: Only involves the protagonist
(1) 竞争对手：如其他有竞争力的演员、同学、同事等
(1) Involves the competitor: such as other competitive actresses, classmates, or coworkers.
(2) 竞争的决策者：如导演，老师，领导等
(2) Involves the decision maker: such as the director, professors, or team leaders.
(3) 其他人：除了竞争对手和决策者之外的其他人，如围观群众、其他相关人士等。
(3) Involves other people: Other people other than the competitor and the decision maker, such as the crowd or other related people.

场景：王丽是话剧团里的一名女演员。剧团正在筹备一出新戏。王丽想成为女主演，但是其他的女演员也希望得到这个位置。为了成为女主演，王丽有可能做哪些事情？
Scenario: Wang Li is an actress in a drama troupe. There is a new play in preparation. In order to become the leading actress, what will Wang Li most likely do?

王丽的下列行为涉及到了哪些人？ （多选题，选择所有符合的选项）
Who is involved in Wang Li's behavior? (Multiple-choice question, please select all that apply)
List behaviors that the participant has come up with in Part 1 here.

☐不涉及他人 ☐涉及竞争对手 ☐涉及决策者 ☐涉及除对手和决策者外的其他人
☐Doesn't involve other people ☐Involves the competitor ☐Involves the decision maker
☐Involves other people other than the competitor or the decision maker

Repeat this question for the other three scenarios

Part 5: Rate perceived competition with classmates.
请问你在多大程度上同意下面的说法? 答案没有好坏对错之分，请按你真实的想法回答。
To which extent do you agree with the following statement? There is no right or wrong answer. Please indicate what you think.

1 = 非常不同意 7 = 非常同意

当一个同学从学校获得越多资源，我能得到的就越少。

The more a classmate gets from my school, the less I will get.

当一个同学的处境变好，我的处境就会变坏。

My situation will turn worse if a classmate's turns better.

其他同学也许会夺走学校现在给我的资源。

Another classmate might take away things that my school is giving me right now.

Demographics

Rice

你主要在什么地方长大的？ Where did you mainly grow up?

省 Province

市 City

县/区 County

SES (Note: We reversely coded it so that 10 = top 1 = bottom)

想象这个梯子代表人们在社会所处的地位。梯子的最上层是社会地位最好的人，他们的财富最多，所受教育最多，工作最好。 梯子的最下层是社会地位最糟糕的人，他们的财富最少，所受教育最少，工作最差。

请在下图的梯子上选择你认为 **自己** 所处的位置。

Think of this ladder as representing where people stand in our society. At the top of the ladder are the people who are the best off, those who have the most money, most

education, and best jobs. At the bottom are the people who are the worst off, those who have the least money, least education, and worst jobs or no job.

Please select the rung that best represents where you think **you** stand on the ladder.

"Best Off" > 1
2
3
4
5
6
7
8
9
"Worst Off" > 10

Salesman Story: Win-win Condition

Jack is a salesperson in a car dealership. The salespeople work in pairs. Each year, there is a large bonus awarded to the most successful pair. Jack is paired with a workplace friend who has invited him to many social events in the evenings. Jack has a sales pitch first thing tomorrow morning to a company that wants to buy several cars, and this friend invited him to have dinner tonight.

张力是汽车行里的一名销售。销售是每两人组成一个销售搭档。每年，排名第一的销售搭档会得到一大笔奖金。与张力搭档的朋友常常约张力晚上一起出去活动。张力明天一大早要去一个公司卖车，那个公司有可能要买好几辆车。这个朋友约张力今晚一起吃饭。

Q1: Describe what you imagine will happen at the dinner. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

请想象在吃晚饭的时候会发生什么，加入细节描写。请至少写 5 句话。回答没有好坏对错之分，就是写下你想象会发生的事情。

Q2: How will Jack do in his pitch presentation tomorrow morning? Will he and his friend get the bonus? Again use your imagination to "paint a picture" of what might happen. Please write at least five sentences.

张力明天早上是否能谈成功生意？他和他的搭档是否会得到奖金？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Salesman Story: Ambiguous Condition

Jack is a salesperson in a car dealership. One of his workplace friends has invited him to many social events in the evenings. Jack has a sales pitch first thing tomorrow morning to a company that wants to buy several cars, and this friend invited him to have dinner tonight.

张力是汽车行里的一名销售。他在同车行里工作的一个朋友常常约张力晚上一起出去活动。

张力明天一大早要去一个公司卖车，那个公司有可能要买好几辆车。这个朋友约张力今晚一

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请想象在吃晚饭的时候会发生什么，加入细节描写。

请至少写 5 句话。回答没有好坏对错之分，就是写下你想象会发生的事情。

Q2: How will Jack do in his pitch presentation tomorrow morning? Will he get a bonus? Again use your imagination to "paint a picture" of what might happen.
Please write at least five sentences.

张力明天早上是否能谈成功生意？他是否会得到奖金？同样的，运用你的想象描绘会发生什

么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Salesman Story: Win-lose Condition

Jack is a salesperson in a car dealership. Each year, there is a large bonus awarded to the most successful seller. Jack's record is among the best, and one of his workplace friends' record is alike. Either of them has a good chance of winning the bonus. The friend has invited him to many social events in the evenings. Jack has a sales pitch first thing tomorrow morning to a company that wants to buy several cars, and this friend invited him to have dinner tonight.

张力是汽车行里的一名销售。每年，排名第一的销售会得到一大笔奖金。张力的销售业绩是最好的之一，他在同车行里工作的一个朋友的销售成绩也不错。他们俩之一都有可能获得奖金。这个朋友常常约张力晚上一起出去活动。张力明天一大早要去一个公司卖车，那个公司有可能要买好几辆车。这个朋友约张力今晚一起吃饭。

Q1: Describe what you imagine will happen at the dinner. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

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张力明天早上是否能谈成功生意？他是否会得到奖金？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Student Story: Win-win Condition

Michael is a college student. Each year, there is a top scholarship awarded to the study group with the highest average GPA. There is an important exam coming up and Michael is sick and unable to attend the last lecture. One friend from Michael's study group offered to lend Michael his notes from the lecture that Michael missed.

李明是一名在校大学生。每年，学校有一笔"最佳学习小组"奖学金，给平均成绩最好的学习小组。接下来有一门重要的考试，李明生病了，没去上一节课。同一个学习小组的朋友对李明说可以把自己的笔记借给他，笔记里有上一节课的内容。

Q1: Describe what will happen next with the notes. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

请想象接下来会发生什么与笔记相关的事情，加入细节描写。请至少写 5 句话。回答没有好坏对错之分，就是写下你想象会发生的事情。

Q2: How will Michael do in his upcoming exam? Will his study group get the scholarship? Again use your imagination to "paint a picture" of what might happen. Please write at least five sentences.

李明在接下来的考试中将会表现得如何？他的学习小组会获得奖学金吗？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Student Story: Ambiguous Condition

Michael is a college student. There is an important exam coming up and Michael is sick and unable to attend the last lecture. One of his friends in class offered to lend Michael his notes from the lecture that he missed.

李明是一名在校大学生。接下来有一门重要的考试，李明生病了，没去上一节课。同一门课上的朋友对李明说可以把自己的笔记借给他，笔记里有上一节课的内容。

Q1: Describe what will happen next with the notes. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

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Q2: How will Michael do in his upcoming exam? Will he get a scholarship? Again use your imagination to "paint a picture" of what might happen. Please write at least five sentences.

李明在接下来的考试中将会表现得如何？他会获得奖学金吗？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Student Story: Win-lose Condition

Michael is a college student. Each year, there is a top scholarship awarded to the student with highest GPA in his major. Michael's GPA was high last term, and one of his school friends' GPA is almost identical. Either of them has a good chance of winning the scholarship. There is an important exam coming up and Michael is sick and unable to attend the last lecture. That friend offered to lend Michael his notes from the lecture that he missed.

李明是一名在校大学生。每年，他们专业会给成绩最好的学生一笔奖学金。上学期李明的成绩很好，他在学校的一个朋友的成绩跟他差不多。他们俩之一都很有可能得到这笔奖学金。接下来有一门重要的考试，李明生病了，没去上一节课。这个朋友对李明说可以把他的笔记借给他，笔记里有上一节课的内容。

Q1: Describe what will happen next with the notes. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

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李明在接下来的考试中将会表现得如何？他会获得奖学金吗？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Accountant Story: Win-win Condition

Adam works for an accounting company. Recently, there is a chance that his team will be promoted—all members of the best performing team will be promoted, based on his boss's rating of performance. Adam and a friend who is on his team worked together on some projects in the past and their collaboration has been smooth. Last week, Adam started to work on a complex and important project. His friend offered to informally check over some technical parts that Adam was not sure if he designed correctly.

张勇在会计师事务所工作。近来，有一个以团队表现为基础的提升的机会--根据老板的评价，表现最好的团队里的所有成员都会被提升。张勇和团队里的一个朋友过去在一些项目上有合作，他们的合作很顺畅。上周，张勇开始做一个复杂又重要的项目。他有些技术细节拿不准，他的朋友说可以私下帮着检查下。

Q1: Describe what will happen next when Adam's friend checks his project. Use your imagination to flesh out a story in detail. Please write at least five sentences. There is no right answer, just write down what you picture happening.

请想象，当张勇的朋友帮他检查项目时，会发生什么事情，请加入细节描写。请至少写 5 句话。回答没有好坏对错之分，就是写下你想象会发生的事情。

Q2: How will Adam do in his project? Will his team get promoted? Again use your imagination to "paint a picture" of what might happen. Please write at least five sentences.

张勇在这个项目上会做得如何？他所在的团队会升职吗？同样的，运用你的想象描绘会发生什么。请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Accountant Story: Ambiguous Condition

Adam works for an accounting company. He and a friend in the workplace has worked together on some projects in the past and their collaboration has been smooth. Last week, Adam started to work on a complex and important project. His friend offered to informally check over some technical parts that Adam was not sure if he designed correctly.

张勇在会计师事务所工作。张勇和有个同一事务所的朋友过去在一些项目上有合作，他们的合作很顺畅。上周，张勇开始做一个复杂又重要的项目。他有些技术细节拿不准，他的朋友说说可以私下帮着检查下。

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请至少写 5 句话。回答没有好坏对错之分，就是写下你想象会发生的事情。

Q2: How will Adam do in his project? Will he get promoted? Again use your imagination to "paint a picture" of what might happen.
Please write at least five sentences.

张勇在这个项目上会做得如何？他会升职吗？同样的，运用你的想象描绘会发生什么。

请至少写 5 句话。

Q3: Why did the friend do this? Please write at least one sentence.

他的朋友为何这么做？请至少写一句话。

Accountant Story: Win-lose Condition

Adam works for an accounting company. Recently, there is a chance for promotion in his department. Promotion is based on his boss's rating of performance. Adam's rating was stellar last year and one of his coworker friends' was similar. Either of them has a good chancing of being promoted. Adam and the friend worked together on some projects in the past and their collaboration has been smooth. Last week, Adam started to work on a complex and important project. His friend offered to informally check over some technical parts that Adam was not sure if he designed correctly.

张勇在会计师事务所工作。近来，他们部门有一个升职的机会。升职是根据老板对员工的评价。去年，张勇收到的评价非常好，他的一个好友收到评价也相似。 他们俩之一都很有可能被提升。张勇和这个朋友过去在一些项目上有合作，他们的合作也很顺畅。上周，张勇开始做一个复杂又重要的项目。他有些技术细节拿不准，他的朋友说说可以私下帮着检查下。

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张勇在这个项目上会做得如何？他会升职吗？同样的，运用你的想象描绘会发生什么。

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Q3: Why did the friend do this? Please write at least one sentence.

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Supplemental References

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