

ИНОСТРАННЫЕ ЯЗЫКИ И МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ
(Английский язык) /
FOREIGN LANGUAGES AND INTERCULTURAL COMMUNICATION
(English Language)

10-11 классы / 10th and 11th Grades

Вариант 5 / Version 5

Duration – 80 minutes
Maximum score – 100 points

The test consists of 2 parts: Language and Culture Studies and Analytical Writing.

PART 1. LANGUAGE AND CULTURE STUDIES (50 points)

Task 1. For questions 1-6, read the text below and answer the questions (24 points).

Categorising Cultures

An Internet search on the topic of cross-cultural communication yields over three million results. Fast travel, international media, and the Internet have made it easy for us to communicate with people all over the world. At the same time, the lack of knowledge of another culture can lead, at best, to embarrassing or amusing mistakes in communication. At worst, such mistakes may confuse or even offend the people we wish to communicate with. More than that, it complicates the conclusion of international agreements, making it difficult or even impossible.

But what are the differences between cultures? Is it useful to look for categories to make it easier for us to understand these differences? Kishan Rana, a former Indian ambassador to Germany, points out that categorising cultures offers both advantages and disadvantages. Looking for categories can be used as an initial device in preparing for cross-cultural encounters. However, we should beware of creating and reinforcing stereotypes. Creating categories ignores the fact that within any culture there are sub-groups which may have different traits. Also, individuals within a culture may not follow the norm. Rigid adherence to categories may lead to false assumptions.

The Lewis Model was developed in the 1990s. Then it was published in Richard D. Lewis's bestseller 'When Cultures Collide: Leading Across Cultures', (1996). Richard D. Lewis divides cultural characteristics into three groups. These are "linear active", "multiactive" and "reactive". He argues that people of different nations exhibit characteristics from each of these groups to different degrees. For example, some linear active traits are: introvert, plans ahead methodically, works fixed hours, follows procedure, limited body language, sticks to facts and refers to logic, separates personal life from professional life. Some multiactive traits are: extrovert, social, plans grand design but impatient with detail, works any hours, does several things at once, displays expressive body language and gestures, interrupts frequently, interweaves personal and professional life easily. And some reactive traits are: introvert, sees the whole picture, plans

slowly, subtle body language, silent, patient and punctual, composed, good listener, hides feelings. Lewis categorises nations by determining which of the groups their characteristics tend to fall within. The nations with the most linear active traits are the Germans and the Swiss. Typical examples of multiactive nations are the Latin Americans, the Arabs, the Africans, the Indians and the Pakistanis. Nations showing reactive traits are the Japanese, and to a lesser degree, the Chinese.

Intercultural communication is vital in today's connected world. Yet a lack of cultural awareness can cause misunderstandings or offense. With technology enabling worldwide connections, it's critical to understand cultural variances. Classifying cultures provides insights, but care is needed to avoid stereotyping. Mastering intercultural communication requires recognizing shared values and openness to divergent practices.

by DiploFoundation

1. According to the author, cross-cultural communication mistakes can be the reason for non-effective communication.
 - a) True
 - b) False
2. According to the text, categorising cultures
 - a) can encourage empathy and support.
 - b) can lead to cultural homogenization.
 - c) can help in cross-cultural interactions.
 - d) always results in misconceptions.
3. What should everyone know about cultural categories and stereotypes related to them? Check all that apply.
 - a) Cultural categories can develop stereotypes.
 - b) Cultural categories can prevent stereotyping.
 - c) Cultural categories acknowledge the individual variations among members of any given culture.
 - d) Cultural categories may overlook the diversity within a culture.
4. According to the text, Richard D. Lewis believes that gender influences which cultural type a person belongs to.
 - a) True
 - b) False
 - c) Not stated
5. Match the cultural characteristics with the names of the groups given in the text.
 - a) Ensuring a distinct separation between personal and professional spheres is crucial for a balanced life in these cultures. LINEAR ACTIVE/REACTIVE
 - b) People in these cultures display restricted use of physical gestures, expressions, and movements during communication. LINEAR ACTIVE/REACTIVE
 - c) Calmness, self-control, and the ability to maintain a sense of balance even in challenging situations are qualities exhibited by people of these cultures. LINEAR ACTIVE/REACTIVE

- d) People in these cultures display nuanced and understated cues that are often not immediately noticeable but can convey important messages or emotions. LINEAR ACTIVE/REACTIVE
6. In the last paragraph, find the word that means 'diverse' = _____ (*type it in small letters*).

Task 2. For questions 7-12, think of one word which can be used appropriately in all three idioms, proverbs, or expressions from around the world. Type the word in small letters (12 points).

7. A man shows his _____ by what he laughs at. (German proverb)
If you take care of your _____, your reputation will take care of itself. (American proverb)
When two men quarrel, the one who yields first displays the nobler _____. (Hebrew proverb)
8. Each country's customs are _____, just as each meadow's grass is. (Mongolian proverb)
Each head, a _____ judgement. (Portuguese proverb)
The earth is a beehive: we all enter by the same door but live in _____ cells. (Bantu proverb)
9. The country where flowers are expensive lacks the foundation of _____. (Chinese proverb)
Villages that possess _____ will never perish even though they may be small. (African proverb)
Different _____ means different custom. (Indonesian proverb)
10. The hand of God is with the _____. (Arab proverb)
As long as you stay in a _____, the lion will stay hungry. (Nigerian proverb)
Starlings are skinny because they fly in a _____. (French proverb)
11. Speaking comes by nature, silence by _____. (German proverb)
Through wisdom is a house built, and by _____ it is established. (American proverb)
A fool finds no pleasure in _____ but delights in airing his own opinions. (Turkish proverb)
12. The strength of a _____ is its knowledge. (Welsh proverb)
The treasure of a _____ is in its scholars. (Chinese proverb)
When God means to punish a _____, he deprives its rulers of wisdom. (German proverb)

Task 3. For questions 13-19, match the sociocultural facts with their countries of origin. There are more countries than you will need (14 points).

A	Uzbekistan	D	Germany	G	France
B	the UK	E	Japan	H	Bulgaria
C	Sweden	F	the USA	I	Spain

13. In this country people are calm and rational, prioritize justice and take pleasure in managing meetings and groups.
14. People in this vast country are innovative, proactive, able to implement strategies effectively, and show high levels of vigor.
15. Individuals of this country are known for their passion and energy, having a strong sense of vision and being able to persuade others easily.
16. Citizens of this country are adept at focusing on technical details, strategizing long-term goals and undoubtedly sticking to plans and deadlines.
17. Residents of this northern country are practical, logical, and their proficiency in identifying compromise solutions in challenging situations is outstanding.
18. People in this country are characterized by their emphasis on politeness, regard for others, attentive listening and responding thoughtfully to the ideas of those they engage with.
19. In this European country individuals are known for being strategic thinkers, full of ideas and they are able to intelligently lead the teams.

PART 2. ANALYTICAL WRITING (50 points)

Task 4. Now you have learned about cultural categories and characteristics. Write an essay analysing the benefits of knowing cultural characteristics of the people you communicate with from the perspective of your cultural experience and background. Your essay should have an introduction, two/three body paragraphs, and a conclusion.

You must:

- define the cultural phenomenon using your own words;
- explain how this cultural phenomenon impacts your life;
- analyse your nation based on Richard D. Lewis's cultural characteristics and discuss the ways of improving cross-cultural communication skills from your cultural perspective providing examples.

You can receive a maximum of 50 points for this task.

ANSWER KEY

TASK 1

- 1) A
- 2) C
- 3) A, D
- 4) C

- 5) a - LINEAR ACTIVE; b - LINEAR ACTIVE; c - REACTIVE; d - REACTIVE
- 6) divergent

TASK 2

- 7) character
- 8) different
- 9) culture
- 10) group
- 11) understanding
- 12) nation

TASK 3

- 13) B
- 14) F
- 15) I
- 16) D
- 17) C
- 18) E
- 19) G