

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

10-11 классы / 10th and 11th Grades

Вариант 1 / Version 1

**The test consists of 2 parts: Language and Culture Studies and Analytical Writing.
Duration – 80 minutes. Maximum score – 100 points.**

PART 1. LANGUAGE AND CULTURE STUDIES (50 points)

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

How do Different Cultures Experience Motivation?

Motivation is a key driver of human behaviour, influencing the actions and decisions we make on a daily basis. However, cultures experience motivation in different ways. One way to understand cultural differences in motivation is to look at the cultural dimensions. These were first proposed by Dutch psychologist Geert Hofstede. Hofstede's model includes six dimensions: power distance, individualism-collectivism, masculinity-femininity, uncertainty avoidance, long-term orientation, and indulgence-restraint.

First, power distance. It is the degree to which a culture accepts that power is distributed unequally. Cultures with high power distance have a hierarchical structure. Motivation is driven by a desire to achieve a higher position in the hierarchy. On the other hand, cultures with low power distance are fairer. People are more likely to question authority. Motivation is driven by a desire for autonomy and independence there.

Second, individualism-collectivism. It is the degree to which a culture values the needs and goals of the individual versus those of the group. Individualistic cultures value personal achievement a lot. In these cultures, motivation is driven by a desire to achieve personal goals. On the other hand, collectivistic cultures appreciate collective success and harmony. In these cultures, motivation may be driven by a desire to contribute to the group.

Third, masculinity-femininity. It is the degree to which a culture values traditional gender roles. Cultures that are more masculine tend to value competitiveness, and success. In these cultures, motivation may be driven by a desire to achieve success and gain status. On the other hand, cultures that are more feminine value cooperation, quality of life, and caring for others. In these cultures, motivation may be driven by a desire to improve the well-being of others.

Fourth, uncertainty avoidance. It is the degree to which a culture tolerates uncertainty. Cultures with high uncertainty avoidance need order, and security. In these cultures, motivation may be driven by a desire to achieve stability. On the other hand, cultures with low uncertainty

avoidance tend to be more comfortable with uncertainty. Motivation may be driven by a desire for new experiences and opportunities there.

Fifth, long-term orientation. It is the degree to which a culture values long-term goals and plans. Cultures with a strong long-term orientation are patient and disciplined. In these cultures, motivation may be driven by a desire to plan for the future. On the other hand, cultures with a weak long-term orientation tend to be more focused on the present. In these cultures, motivation may be driven by a desire for immediate results.

Finally, indulgence-restraint. It is the degree to which a culture values control over one's impulses. Cultures with high indulgence are permissive. In these cultures, motivation may be driven by a desire for pleasure and enjoyment. On the other hand, cultures with high restraint prefer self-control and discipline. Motivation may be driven by a desire to control one's impulses there.

Another factor to consider when looking at cultural differences in motivation is the concept of face. In Asian cultures, for example, face refers to the concept of maintaining one's reputation. Individuals in these cultures try to avoid actions that may cause them to lose face. But in Western cultures individuals are ready to achieve personal goals regardless of the potential impact on the reputation.

In conclusion, motivation is a multi-faceted phenomenon. It is always influenced by cultural factors. Understanding the cultural dimensions can explain how different cultures approach motivation. Moreover, it helps individuals communicate effectively and work with people from diverse cultures.

by Selfpause

1. According to the author, people's behaviour is mostly driven by motivation which has a pivotal role in the daily activities and choices we make.
 - a) True
 - b) False
2. High power distance cultures are structures where some people
 - a) expect to have a say in decision making.
 - b) are more egalitarian.
 - c) have respect and greater influence than others.
 - d) are more self-determined.
3. What do collectivistic cultures place a high value on? Check all that apply.
 - a) assertiveness
 - b) personal accomplishment
 - c) maintaining social relationships
 - d) solidarity among citizens
4. According to the text, uncertainty avoidance is the extent to which a culture resists ambiguity.
 - a) True
 - b) False
 - c) Not stated

5. Match the indulgence-restraint cultural dimension with the descriptions given in the text.
 - a) Cultures give priority to gratification. INDULGENCE/RESTRAINT
 - b) Cultures follow established rules and norms. INDULGENCE/RESTRAINT
 - c) Cultures place emphasis on self-possession and willpower.
INDULGENCE/RESTRAINT
 - d) Cultures are more lenient. INDULGENCE/RESTRAINT
6. Find the word from the text that means the following: 'complex' = _____
(*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. Ninety per cent of _____ is perspiration. (Traditional proverb)
Genius is one part _____ and three parts perspiration. (American proverb)
You may look up for _____ or look down in desperation but do not look sideways for information. (Indian proverb)
8. Greatness is not _____ with violence. (African proverb)
Not much is _____ where everyone gives the orders. (Portuguese proverb)
Birth, ancestry, and that which you yourself have not _____ can hardly be called your own. (Greek proverb)
9. One does not give without a _____. (Malian proverb)
Take away the _____, and the sin is taken away. (Spanish proverb)
If your _____ is good, a farting donkey won't harm you. (Omani proverb)
10. An _____ sticks to a person. (Japanese proverb)
_____ of purpose is better than making a profit. (Nigerian proverb)
Whatever _____ you boast of in the world, there is someone better than you. (African proverb)
11. To _____ is not enough, you must hit. (German proverb)
_____ high in your career but stay humble in your heart. (Korean proverb)
Taking _____ for too long can ruin your eyes. (Ivorian proverb)
12. No _____ is unachievable. (African proverb)
Before you can score, you must first have a _____. (Greek proverb)
An error no wider than a hair will lead a hundred miles away from the _____. (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	South Korea	D	USA	G	South Africa
B	Turkey	E	India	H	China
C	Japan	F	Germany	I	Maldives

13. Students in this country are more inspired by messages that stretch their autonomy instead of those that facilitate working together.
14. People are encouraged to work overtime in this country.
15. Employees in this country value lifestyle, and tend to choose leisure over work.
16. The ‘yin’ and ‘yang’ philosophy helps people in this country find a harmonious balance that will drive them to their sought-after results.
17. Learners in this country are not motivated to talk a lot as they are used to passive learning where the teacher does all the talking.
18. Fair market and competitive salaries motivate employees in this country the most when relocating or switching jobs.
19. People in this country follow the ‘Kaizen’ philosophy which places emphasis on consistency and changing for the better by doing little by little every day.

PART 2. ANALYTICAL WRITING (50 points)

Task 4. Now you have learned about the six dimensions that help understand cultural differences in motivation. Write an essay analysing the role of motivation in your life 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 how this cultural phenomenon is reflected in your culture providing examples.

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

ANSWER KEY

TASK 1

- 1) A
- 2) C
- 3) C, D
- 4) B
- 5) a - INDULGENCE; b - RESTRAINT; c - RESTRAINT; d - INDULGENCE

6) multi-faceted

TASK 2

7) inspiration

8) achieved

9) motive

10) accomplishment

11) aim

12) goal

TASK 3

13) D

14) A

15) F

16) H

17) B

18) E

19) C