

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

10-11 классы / 10th and 11th Grades

Вариант 7 / Version 7

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).

Non-Verbal Channels in Intercultural Communication

A “Teach for the World” staff member is hurriedly called to a school in Kenya to deal with reports that one of the volunteers is treating Kenyans like “pet dogs”. What could the volunteer be doing to communicate that? Another volunteer has great trouble getting any discipline in class and it is known that the students have no respect for her because she has shown no self-respect. How has she shown that? Neither volunteer offended their students with words. But both of them were unaware of what they had communicated through their nonverbal behavior.

In the first case, the American volunteer working at a secondary school called her students to the front as she would do in America—by pointing with her finger to a student and beckoning him or her to come. Acceptable in America, but in Kenya her pointing gesture is considered obscene and her beckoning signal is used for dogs. In Kenya one points to a person by extending the arm and hand and beckons by holding the hand out, palm down, and closing it repeatedly.

In the second case, the volunteer insisted that students look her in the eye to show attentiveness, in a country where prolonged eye contact is considered disrespectful. While the most innocent American gesture may have offensive, awkward connotations in another culture, the opposite is also true. If foreign visitors were to bang on the table and hiss at the waiter for service in a Los Angeles restaurant, they would be fortunate if they were only thrown out. However, U.S. citizens might find foreign students overly courteous if they bow.

It seems less challenging to accept the arbitrariness of language than the discrepancies between non-verbal behaviors, which in many ways seem even more arbitrary than language per se.

While it would be difficult to map out all the nonverbal details for every language that “Teach for the World” transmits, one can hope to make visitors aware of the existence and emotional importance of nonverbal channels: kinesic, proxemic and chronemic.

Kinesics includes movements of the body (head, legs, arms, hands, etc.). The initial example from the school in Kenya was a problem caused by a wrong hand gesture. This kinesic sign has different meanings cross-culturally. Another example, the American gesture of putting one’s hand next to one’s throat meaning “to be in trouble,” communicates quite a different message in Switzerland. It means “I love you.”

Proxemics is about the use of interpersonal space. Kenyans find comfort in standing, sitting, or talking to people at a distance which U.S. citizens find intolerably close. Americans give their unusual closeness the social interpretation of aggressiveness and intimacy, causing them to have feelings of hostility, discomfort, or intimidation.

Chronemics is the timing of verbal exchanges during conversation. Americans usually expect their interlocutor to respond immediately. In Kenya, people time their exchanges to leave silence

between each statement to express interest and appreciation. For the U.S. this silence is unsettling. It may mean that the person is shy, inattentive, bored, or nervous. It causes them to repeat, paraphrase, talk louder, and "correct" the speech to accommodate a partner. In the intercultural situation, it might be best for the visitor to tolerate the silence and wait for a response.

1. According to the text, it is easier to understand non-verbal expressions than the meaning of words.
 - a) True
 - b) False

2. Americans teachers tend to request that their students
 - a) point at someone using their arm and hand.
 - b) speak in a whisper or hiss.
 - c) keep looking to show they listen.
 - d) bow to express gratitude.

3. According to the text, what can be referred to as a non-verbal channel of communication? (choose all that apply)
 - a) body gestures and actions
 - b) eye-to-eye contact or its avoidance
 - c) distance between speakers
 - d) loudness and tone of voice

4. Experiencing a feeling of hostility or fear, Americans tend to become aggressive.
 - a) True
 - b) False
 - c) Not stated

5. Match these characteristics with the description of Americans or Kenyans given in the text.
 - a) For them some "thank you" signs may seem too polite. AMERICANS/KENYANS
 - b) They feel more comfortable standing or talking to people at a distance. AMERICANS/KENYANS
 - c) For them lengthy pauses in conversation imply involvement. AMERICANS/KENYANS
 - d) They continue speaking when they fail to get an answer right away. AMERICANS/KENYANS

6. Find the word from the text that means the following: 'behave towards' = _____
(*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 pain in the foot is soon forgotten — a pain in the _____ is not. (Armenian proverb)
When the _____ does not work, the legs suffer. (Romanian proverb)
Hard _____ suffers much. (Albanian proverb)

8. The _____ of a lawyer are always in someone's pocket. (Indian proverb)

- Long tongue — short _____ . (Czech proverb)
 A thief has more than two _____ . (Chinese proverb)
9. Happiness opens the _____ and closes the eyes. (German proverb)
 God gives nothing to those who keep their _____ crossed. (African proverb)
 Paid workmen have no _____ . (Spanish proverb)
10. A friend's frown is better than a fool's _____. (Danish proverb)
 Every tear has a _____ behind it. (Iranian proverb)
 A _____ will gain you ten more years of life. (Chinese proverb)
11. Don't _____ when your neighbor's oven is on fire. (Lithuanian proverb)
 He who tickles himself can _____ whenever he wants. (Polish proverb)
 When you talk about future happenings the devil starts to _____. (Japanese proverb)
12. Young people _____ of what they are doing; old people of what they have done;
 and fools of what they have a mind to do. (Traditional proverb)
 Many _____ like philosophers yet live like fools. (Traditional proverb)
 Those who _____ a lot at the table will leave it hungry. (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	France	D	South Korea	G	USA
B	China	E	Japan	H	Ireland
C	Russia	F	Brazil	I	India

13. In this country you should be very careful presenting red carnations because these are flowers traditionally presented on the graves of those who have left this earth.
14. Two fingers up or a peace-sign is used by everyone in this country across generations. Just like in America, "Say cheese!" is a common pattern when taking photos, in this country they say, "Peace!" using gestures.
15. In this country, the word 'clock' sounds like a 'funeral rite'. It is also taken to mean that time is running out, or life and relationship can end.
16. Thumbs up (which in some other cultures means agreement) is an obscene gesture in this country.
17. In this country, the first day of school coincides with the beginning of monsoon season, that is why along with school supplies and new clothes kids are also gifted a new umbrella.
18. In the middle of March there is a huge celebration of the life of this country's Patron Saint.

19. For people in this country, it is highly important what ink color to use to write their names with. They can use any colors except red because for them red ink symbolizes death.

PART 2. ANALYTICAL WRITING (50 points)

Task 4. Now you have learned about non-verbal channels in intercultural communication. Write an essay analysing the importance of being aware of cultural differences in non-verbal communication 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 intercultural communication;
- analyse how this cultural phenomenon is reflected in your culture in the given sphere providing examples.

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

ANSWER KEY

TASK 1

- 1) B
- 2) C
- 3) A, C
- 4) C
- 5) a - AMERICANS; b - AMERICANS; c - KENYANS; d - AMERICANS
- 6) treat

TASK 2

- 1) head/brain
- 2) hands
- 3) arms
- 4) smile/laugh
- 5) laugh/smile
- 6) talk/speak

TASK 3

- 7) C
- 8) E
- 9) B
- 10) F
- 11) I
- 12) H
- 13) D