

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

10-11 классы / 10th and 11th Grades

Вариант 8 / Version 8

**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).

Cultural Differences in Cognition

For more than a century, scientists have based their discussions of cognition on one basic assumption: that the same processes underlie all human thought, whether in the Amazon rainforest or the Scottish Highlands.

Dr. Bloom from University of Chicago conducted a series of studies comparing Americans (representing 'Westerners') to Asians (representing 'Easterners'). He found that people who grow up in different cultures do not just think about different things: they think differently. Dr. Bloom tries to define cultural differences in cognition through a series of tightly controlled laboratory experiments. In the broadest sense, the studies carried out in the United States, Japan and Korea investigate a contrast between East and West. Doing so Dr. Bloom raises questions about basic principles of cognitive psychology.

In one study by Dr. Bloom, students from Korea and the United States were shown an animated underwater scene. One larger fish swam among smaller fishes and other aquatic life. Asked to describe what they saw, the Korean subjects were much more likely to begin by setting the scene. For example, they said: "There was a pond" or "The water was blue." Americans, in contrast, tended to begin their descriptions with the largest fish, making statements like "There was a cod swimming to the right." Overall, Korean subjects in the study made 75 percent more statements about aspects of the background environment. Americans, however, made half as many statements about the relationships between animate and inanimate objects. Interestingly, shown the same larger fish swimming against a different, novel background, Korean participants had more difficulty recognizing it than Americans.

In another study, Dr. Bloom found that Easterners were more likely than Westerners to appreciate both sides of an argument. The researchers presented groups of Japanese and Americans with very convincing arguments in support of a particular position. Both the Japanese and the Americans at first expressed strong support for that position. Nevertheless, when the groups were presented with arguments opposing the initial position, the Japanese subjects generally modified and decreased their support for that position, while Americans preferred to stand their ground.

In the final study, again focusing on Americans and Japanese, Dr. Bloom found indications that when logic and experiential knowledge are in conflict, Westerners are more likely than Easterners to stick to the rules of formal logic. For example, presented with a logical sequence like, "All animals with fur hibernate. Foxes have fur. Therefore foxes hibernate." The Americans were more

likely to accept the validity of the series of statements. They assumed the conclusion must be true because of the logical structure of the arguments. The Japanese subjects, by contrast, more frequently judged the argument as invalid. They based the judgement on their own understanding that it was not actually true that all animals with fur hibernate.

1. According to the text, Dr. Bloom bases his studies on fundamental principles of cognitive psychology.
 - a) True
 - b) False

2. The study comparing Korean and American students investigates
 - a) what effect western and eastern lifestyles have on people's reasoning.
 - b) how different cultures might view the same scene.
 - c) why people think differently within different geographical contexts.
 - d) how accurately different cultures can describe the environment.

3. What does the study about Japanese and American approaches to arguments show? Check all that apply.
 - a) Japanese and Americans need persuasive arguments to support a particular viewpoint.
 - b) Japanese and Americans have different reactions to a change in a viewpoint.
 - c) Japanese and Americans showed strong support for the initial argument.
 - d) Japanese and Americans have a different understanding of a convincing argument.

4. In his studies, comparing Japanese and Americans, Dr. Bloom managed to identify physical differences between Easterners and Westerners.
 - a) True
 - b) False
 - c) Not stated

5. Match these stereotypic characteristics with the description of Westerners or Easterners given in the text.
 - a) They are likely to adhere to what they believe is true even when they face conflicting evidence. WESTERNERS/EASTERNERS
 - b) They find a link between animate and inanimate objects. WESTERNERS/EASTERNERS
 - c) They tend to reject a fair argument that they know to be untrue. WESTERNERS/EASTERNERS
 - d) They may find it challenging to spot a familiar object in new surroundings. WESTERNERS/EASTERNERS

6. Find the word from the text that means the following: 'unreasonable' = _____
(*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 _____ friend is a greater plague than a wise enemy. (Turkish proverb)

Too clever is _____. (German proverb)

A _____ act entails doing the work twice over. (Burmese proverb)

8. Changing one's _____ is more often a sign of prudence than of ignorance. (Spanish proverb)

Travel broadens the _____. (Italian proverb)

Pain of _____ is worse than pain of body. (Latin proverb)

9. The mob has many heads but no _____. (English proverb)

He who has not been given _____ from above will not buy them at the apothecary. (Czech proverb)

_____ are not to be found in the beard. (Indian proverb)

10. To talk without _____ is to shoot without aiming. (English proverb)

When a man stops _____ he stops feeling. (French proverb)

Every head must do its own _____. (African proverb)

11. Two _____ are better than one. (Traditional Proverb)

You must not expect old _____ upon young shoulders. (English Proverb)

The mob has many _____ but no brains. (English Proverb)

12. Tell me and I'll forget; show me and I may remember; involve me and I'll _____. (Chinese proverb)

He who cannot speak well of his trade does not _____ it. (French proverb)

The full person does not _____ the needs of the hungry. (Irish 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	Singapore	G	South Korea
B	China	E	Japan	H	Ireland
C	Russia	F	Brazil	I	India

13. In this country, making slurping sounds while eating is acceptable. It indicates that you're enjoying it.

14. Schools in this country do not employ janitors. Students are responsible for cleaning their classrooms, halls and toilets.

15. The beginning of the study year in this country is marked by a tradition of the "first bell". One of the younger girls is hoisted up onto the shoulders of an older boy who takes her around the line of students.

16. People in this country are known to bless themselves when they see an ambulance passing.
17. It is strictly prohibited to chew gum in this country unless it is gum with health benefits.
18. Lag or being late is part of the culture in this country. For example, if a meeting is set at four in the afternoon, expect your guests to arrive at six or seven in the evening.
19. In this country there is a clear division between management and the rest of the staff. Upper management does not interact directly with their subordinates. A meeting must be scheduled before any communication may take place throughout the workday.

PART 2. ANALYTICAL WRITING (50 points)

Task 4. Now you have learned about cultural differences in cognition in Western and Eastern countries. Write an essay analysing cultural differences in how people think and view the world 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) B
- 3) B, C
- 4) C
- 5) a - WESTERNERS; b - EASTERNERS; c - EASTERNERS; d - EASTERNERS
- 6) invalid

TASK 2

- 7) stupid/foolish
- 8) mind
- 9) brains/Brains
- 10) thinking
- 11) heads
- 12) understand

TASK 3

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