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КАФЕДРА РОМАНО-ГЕРМАНСКИХ ЯЗЫКОВ

«Утверждаю»

Зав. кафедры романо-германских языков

С. Казиахмедова

« ___ » _____ 20 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ**

**ПРАКТИКУМ ПО МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ (ПЕРВЫЙ
НОСТРАННЫЙ ЯЗЫК)**

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Фонд оценочных средств рассмотрен и одобрен на заседании кафедры романо-германских языков, протокол № 1 от «30» августа 2019 г.

Дополнения и изменения, внесенные в фонд оценочных средств, утверждены на заседании кафедры романо-германских языков, протокол № 1 от «28» августа 2020 г.

Заведующий кафедрой _____ Казиахмедова С.Х.

Дополнения и изменения, внесенные в фонд оценочных средств, утверждены на заседании кафедры _____ ,
протокол № _____ от « _____ » _____ 20 _ г.
Заведующий кафедрой _____ С.Х. Казиахмедова

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протокол № _____ от « _____ » _____ 20 _ г.
Заведующий кафедрой _____ С.Х. Казиахмедова

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Паспорт фонда оценочных средств
по дисциплине «Практикум по межкультурной коммуникации (первый иностранный язык)»

Таблица 1.

| № п/п | Наименование раздела, тема | Содержание раздела | Форма текущего контроля |
|---|--|---|-------------------------------|
| 2 | 3 | 4 | |
| Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work | | | |
| | UNIT 1. Lesson 1. Culture and cultural differences. | What is culture? Language expansion. Cultural Differences. When in Tokyo. | Индивидуальный опрос |
| | UNIT 1. Lesson 2. Stereotypes across cultures. | Stereotypes across cultures. Language expansion. Stereotypes vs. Cultural Generalisations. More Friend than Foe? The Language of Europe | Индивидуальный опрос |
| | UNIT 1. Lesson 3. Cultural values at work. | Cross-cultural Differences. Culture shock. Case study. Just a cultural minute: what is the communication problem here? | Индивидуальный опрос |
| Раздел 2. Initial contacts across cultures. Getting connected. Dress for success | | | |
| | UNIT 2. Lesson 1. Initial contacts across cultures. | Some general guidelines on greetings and terms of address. Kiss, Bow or Shake Hands? Gestures or Subtle Cues? Some hints on business card usage around the world. | Индивидуальный опрос |
| | UNIT 2. Lesson 2. Getting connected. | Getting connected in Columbia. Getting connected in Egypt and South Korea. Written reflection. | Индивидуальный опрос |
| | UNIT 2. Lesson 3. Dress for success. | Dressing the Truth. “Choosing a party outfit” game. Case study. Just a cultural minute: what is the communication problem here | Индивидуальный опрос |
| Раздел 3. Socializing and hospitality across cultures. Socializing with | | | |

| | | | |
|--|---|---|--|
| colleagues, entertaining business clients. Building personal relationships | | | |
| | UNIT 3. Lesson 1. Socializing and hospitality across cultures | Socializing. Spending time when you are not working with other people. | Индивидуальный опрос |
| | UNIT 3. Lesson 2. Socializing with colleagues, entertaining business clients. | An Office Party. Problem solving: Information gap. Giving and Asking for Advice. | Индивидуальный опрос, проверка эссе, презентации |
| | UNIT 3. Lesson 3. Building personal relationships | Marriage. What is the communication problem here? Just a cultural minute: The misunderstanding in the Singaporean-American encounter. French cultural information US cultural information. Italian cultural information. Swedish cultural information. The solution. Arrival times, one American's response. Nigerian cultural information. US cultural information. Manju Jairam's profile. | Индивидуальный опрос |
| | | | Экзамен |

Перечень компетенций

Таблица 2

| Код компетенции | Наименование результата обучения |
|-----------------|---|
| ОК-3 | владеет навыками социокультурной и межкультурной коммуникации, обеспечивающими адекватность социальных и профессиональных контактов. |
| ОПК-3 | владеет системой знаний о ценностях и представлениях, присущих культурам стран изучаемых иностранных языков, об основных различиях концептуальной и языковой картин мира носителей государственного языка Российской Федерации и русского жестового языка |
| ОПК-9 | владеет готовностью преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения |

| | |
|--------|--|
| ОПК-10 | владеет этическими и нравственными нормами поведения, принятыми в инокультурном социуме |
| ПК-28 | готов работать с основными информационно-поисковыми и экспертными системами, системами представления знаний, синтаксического и морфологического анализа, автоматического синтеза, распознавания и понимания речи, обработки лексикографической информации и автоматизированного перевода, автоматизированными системами идентификации и верификации личности |
| ПК-30 | владеет современными методиками сбора, хранения и представления баз данных и знаний в интеллектуальных системах различного назначения с учетом достижений корпусной лингвистики |

3. Описание показателей и критериев оценивания результатов обучения на различных этапах формирования компетенций

Таблица 4.

| Код компетенции | Уровень освоения компетенции | Показатели достижения компетенции | Критерии оценивания результатов обучения |
|-----------------------------------|--|--|--|
| | | Знает | |
| ОК-3 ОП К-3, 9,10 ПК-28, 30 | Недостаточный уровень. Оценка «незачтено», «неудовлетворительно» | Не знает ценности и представления, основные различия концептуальной и языковой картин мира, присущие культурам стран изучаемых иностранных языков | Не знает основные различия концептуальной и языковой картин мира, присущие иностранным культурам англоязычных стран, не имеет представления о ценностях, традициях и нормах поведения зарубежных народов стран изучаемого иностранного языка. |
| | Базовый уровень. Оценка «зачтено», «удовлетворительно» | В некоторой степени знает ценности и представления, основные различия концептуальной и языковой картин мира, присущие культурам стран изучаемых иностранных языков | Частично знает основные различия концептуальной и языковой картин мира, присущие иностранным культурам англоязычных стран, частично имеет представления о ценностях, традициях и нормах поведения зарубежных народов стран изучаемого иностранного языка. |
| | Средний уровень. Оценка «зачтено», «хорошо» | В основном знает ценности и представления, основные различия концептуальной и языковой картин мира, присущие культурам стран изучаемых иностранных языков | В основном знает различия концептуальной и языковой картин мира, присущие иностранным культурам англоязычных стран, имеет представления о большинстве ценностей, традиций и норм поведения зарубежных народов стран изучаемого иностранного языка. |
| | Высокий уровень. Оценка «зачтено», «отлично» | Знает ценности и представления, основные различия концептуальной и языковой картин мира, присущие культурам стран изучаемых иностранных языков | В совершенстве знает основные различия концептуальной и языковой картин мира, присущие иностранным культурам англоязычных стран, имеет детальное представление о ценностях, традициях и нормах поведения зарубежных народов стран изучаемого иностранного языка. |
| | | Умеет | |
| | Базовый уровень | Применять часть методик сбора, хранения и представления баз данных и знаний | Умеет применять часть методик сбора, хранения и представления баз данных и знаний, синтаксического и морфологического анализа, синтеза, понимания речи, обработки лексикографической информации |
| | Средний уровень | Применять основные методики сбора, хранения и | Умеет применять основные методики сбора, хранения и представления баз данных и знаний, синтаксического и |

| | | |
|-----------------|--|--|
| | представления баз данных и знаний | морфологического анализа, синтеза, понимания речи, обработки лексикографической информации |
| Высокий уровень | Применять методиками сбора, хранения и представления баз данных и знаний | Умеет применять систему методик сбора, хранения и представления баз данных и знаний, синтаксического и морфологического анализа, синтеза, понимания речи, обработки лексикографической информации |
| | Владеет | |
| Базовый уровень | Частично владеет этическими и нравственными нормами поведения, принятыми в инокультурном социуме, способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения | Владеет в некоторой степени способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, этическими и нравственными нормами поведения, принятыми в инокультурном социуме, владеет современными методиками сбора, хранения и представления баз данных и знаний в интеллектуальных системах различного назначения с учетом достижений корпусной лингвистики |
| Средний уровень | В основном владеет этическими и нравственными нормами поведения, принятыми в инокультурном социуме, способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения | В основном владеет способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, этическими и нравственными нормами поведения, принятыми в инокультурном социуме, владеет современными методиками сбора, хранения и представления баз данных и знаний в интеллектуальных системах различного назначения с учетом достижений корпусной лингвистики |
| Высокий уровень | Владеет этическими и нравственными нормами поведения, принятыми в инокультурном социуме, способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения | Владеет способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, этическими и нравственными нормами поведения, принятыми в инокультурном социуме, владеет современными методиками сбора, хранения и представления баз данных и знаний в интеллектуальных системах различного назначения с учетом достижений корпусной лингвистики |

4. Методические материалы, определяющие процедуры оценивания результатов обучения, характеризующих этапы формирования компетенций

Перечень оценочных средств

| № | Наименование оценочного средства | Характеристика оценочного средства | Представление оценочного средства в ФОС | Методы оценки результатов |
|----|----------------------------------|---|---|---------------------------|
| 1 | Эссе | Средство, позволяющее оценить умение обучающегося письменно излагать суть поставленной проблемы, самостоятельно проводить анализ этой проблемы с использованием концепций и аналитического инструментария соответствующей дисциплины, делать выводы, обобщающие авторскую позицию по поставленной проблеме. | Список тем эссе | Экспертный |
| 2 | Тест | Средство, позволяющее оценить уровень знаний обучающегося путем выбора им одного из нескольких вариантов ответов на поставленный вопрос. Возможно использование тестовых вопросов, предусматривающих ввод обучающимся короткого и однозначного ответа на поставленный вопрос. | Вопросы теста | Экспертный |
| 3 | Индивидуальный опрос | Средство контроля усвоения учебного материала темы, раздела дисциплины, организованное как учебное занятие в виде индивидуального собеседования преподавателя с обучающимися. | Вопросы по темам | Экспертный |
| 4. | Разноуровневые задания | Задание творческого уровня. Средство, позволяющее оценить уровень знаний обучающегося путем выполнения им конкретной задачи устного перевода. | Тексты для перевода и комментирования | Экспертный |

Критерии оценки владения компетенциями ОК-3; ОПК-3, 9,10; ПК- 28, 30 при выполнении задания индивидуального опроса:

Оценка «ОТЛИЧНО» ставится, если

- продемонстрировал полное владение способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме, обнаруживает хорошие знания реалий иноязычной культуры; способен применять знание двух иностранных языков для решения профессиональных задач; способен правильно использовать минимальный набор переводческих

соответствий, достаточный для качественного устного перевода; без ошибок осуществил устный перевод аутентичного текста на тему межкультурной коммуникации.

Оценка «ХОРОШО» ставится, если:

- продемонстрировал полное владение способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме, обнаруживает хорошие знания реалий иноязычной культуры; способен применять знание двух иностранных языков для решения профессиональных задач; способен правильно использовать минимальный набор переводческих соответствий, достаточный для качественного устного перевода; с незначительными неточностями осуществил устный перевод аутентичного текста на тему межкультурной коммуникации.

Оценка «УДОВЛЕТВОРИТЕЛЬНО» ставится, если:

- продемонстрировал владение некоторыми элементами способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме, обнаруживает хорошие знания реалий иноязычной культуры; способен применять знание двух иностранных языков для решения профессиональных задач; способен правильно использовать минимальный набор переводческих соответствий, достаточный для качественного устного перевода; с ошибками осуществил устный перевод аутентичного текста на тему межкультурной коммуникации.

Оценка «НЕУДОВЛЕТВОРИТЕЛЬНО» ставится, если: студент

- не продемонстрировал владение способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме, не знает реалии иноязычной культуры; способен применять знание двух иностранных языков для решения профессиональных задач; не способен правильно использовать минимальный набор приемов межкультурной коммуникации, достаточный для установления доверительных отношений с представителем иностранной культуры; осуществил устный перевод лишь части аутентичного текста на тему межкультурной коммуникации, но при этом сделал ошибки и искажения.

Критерии оценки (в баллах):

- 50-60 баллов выставляется студенту, если он демонстрирует ограниченный запас слов, недостаточный для выполнения поставленной задачи межкультурной коммуникации;

– не соблюдает нормы при переводе, не владеет достаточными знаниями реалий иноязычной культуры; не осознает цель межкультурной коммуникации, не учитывает национально-культурные особенности восприятия целевой аудитории; затрудняется в использовании способов межкультурной коммуникации;

– задача межкультурной коммуникации не выполнена; содержание ответа не соответствует поставленной в задании коммуникативной задаче;

– допускаются многочисленные лексические и грамматические ошибки, которые затрудняют понимание;

– предназначенный для иностранной целевой аудитории иноязычный текст плохо воспринимается на слух из-за большого количества ошибок.

- 61-75 баллов выставляется студенту, если он демонстрирует ограниченный запас слов, в некоторых случаях недостаточный для выполнения поставленной задачи межкультурной

коммуникации; в речи во время межкультурной коммуникации допускает ошибки, в целом не препятствующие пониманию;

– испытывает некоторые затруднения в построении композиции устного высказывания, на тему межкультурной коммуникации допускает отдельные недостатки в использовании средств логической связи; имеет ошибки в понимании и передаче имплицитного содержания текста;

– фрагментарно соблюдает нормы и традиции иноязычной культуры в устном сообщении, не владеет достаточными знаниями реалий иноязычной культуры;

– неточно осознает цель/ прагматическую установку, тип и адресность информации для межкультурной коммуникации; затрудняется в определении используемых приемов межкультурной коммуникации, специфики стилистического оформления информации для передачи ее средствами другого языка; в речи допущены смысловые и терминологические искажения, нарушены традиции общения, принятые в иноязычной культуре;

- 76-90 баллов выставляется студенту, если он в целом владеет словарным запасом программных тем, но допускает неточности в употреблении терминов, лексических единиц; не в полном объеме использует приемы межкультурной коммуникации; речь на иностранном языке в целом грамотна, но иногда встречаются незначительные ошибки (артикли, неправильное грамматическое оформление идеоматических выражений); допускаются небольшие отклонения от произносительных норм;

– владеет основными приемами межкультурной коммуникации, учитывает особенности иностранной целевой аудитории при общении, но допускает нарушения в построении композиции высказывания; допускает отдельные неточности в использовании средств логической связи; адекватно понимает и передает при переводе эксплицитный смысл иностранного текста,

– в целом соблюдает нормы межкультурной коммуникации, но допускает ошибки; в целом владеет достаточными знаниями реалий иноязычной культуры;

– правильно выбирает общую стратегию коммуникации с представителем иноязычной культуры; точно осознает цель / прагматическую установку, тип и адресность информации для межкультурной коммуникации; правильно определяет особенности иностранной целевой аудитории, специфику восприятия иностранцами информации, но допускает неточности в выборе решений об использовании средств межкультурной коммуникации; компенсирует в общении на иностранном языке недостаток предметных, языковых и фоновых знаний с помощью использования синонимов и описательного перевода; редактирует собственный перевод, но не всегда может самостоятельно обнаружить и устранить семантические, стилистические и прагматические погрешности своего высказывания на иностранном языке.

- 91-100 баллов выставляется студенту, если он продемонстрировал полное владение способностью осуществлять межкультурный диалог в общей и профессиональной сферах общения, владение этическими и нравственными нормами поведения, принятыми в инокультурном социуме, обнаруживает хорошие знания реалий иноязычной культуры; способен применять знание двух иностранных языков для решения профессиональных задач; способен правильно использовать минимальный набор приемов межкультурной коммуникации, достаточный для установления доверительных отношений с представителем иностранной культуры; без ошибок осуществил устный перевод аутентичного текста на тему межкультурной коммуникации.

- свободно владеет лексическим материалом, предусмотренным программой, включающим определенный набор межъязыковых стандартных соответствий (термины, клише, фразеологизмы, устойчивые словосочетания и т.п.), пригодных для использования в типовых контекстах;

использует различные синтаксические конструкции; интонирование соответствует литературной норме; допускает незначительные ошибки, самостоятельно исправленные;

– свободно владеет различными видами дискурса, речь при переводе отличается четкой структурой; адекватно извлекает не только эксплицитную, но и имплицитную информацию из аутентичного текста на тему межкультурной коммуникации с целью ее передачи средствами другого языка; демонстрирует умение устанавливать логические связи; аргументирует и адекватно выбирает оптимальные переводческие решения, обеспечивающие смысловую, стилистическую и прагматическую адекватность перевода текста оригинала;

– в общении с иностранцами соблюдает традиции и нормы, обнаруживает достаточные знания реалий иноязычной культуры;

– правильно выбирает общую стратегию общению с иностранцами с учетом ее цели и характеристики целевой аудитории; точно осознает цель общения / прагматическую установку, тип и адресность информации;

– редактирует собственное высказывание на иностранном языке, обнаруживает и устраняет семантические, стилистические и прагматические погрешности, контролирует корректность выбранных стратегий и решений общения с представителем иностранной культуры.

Критерии оценки ответа во время индивидуального опроса, при презентации эссе

| | Минимальный ответ | Изложенный, раскрытый ответ | Законченный, полный ответ | Образцовый, примерный ответ |
|---------------------------|--|---|---|---|
| Раскрытие проблемы | Проблема не раскрыта. Отсутствуют выводы | Проблема раскрыта не полностью. Выводы не сделаны и/или выводы не обоснованы | Проблема раскрыта. Проведен анализ проблемы без привлечения дополнительной литературы. Не все выводы сделаны и/или обоснованы | Проблема раскрыта полностью. Проведен анализ проблемы с привлечением дополнительной литературы. Выводы обоснованы |
| Представление | Представляемая информация логически не связана. Не использованы профессиональные термины | Представляемая информация не систематизирована и/или не последовательна / использовано 1-2 профессиональных термина | Представляемая информация не систематизирована и последовательна. Использовано более 2 профессиональных терминов | Представляемая информация не систематизирована, последовательна и логически связана. Использовано более 5 профессиональных терминов |
| Оформление | Не использованы технологии Power Point. Больше 4 ошибок в представляемой информации | Использованы технологии Power Point частично. 3-4 ошибки в представляемой информации | Использованы технологии Power Point. Не более 2 ошибок в представляемой информации | Широко использованы технологии (Power Point и др.). Отсутствуют ошибки в представляемой информации |

| | | | | |
|---------------|------------------------|---------------------------------------|--|---|
| Ответы | Нет ответов на вопросы | Только ответы на элементарные вопросы | Ответы на вопросы полные и/или частично полные | Ответы на вопросы полные с приведением примеров и/или пояснений |
| Оценка | 50-60 баллов | 61-75 баллов | 76-90 баллов | 91-100 баллов |

6. Материалы для проведения текущего контроля и промежуточной аттестации

Темы эссе с презентацией:

1. Гендерная культура в ретроспективе.
2. Соединенное Королевство - мультикультурное общество.
3. Французы – жители мультикультурной страны.
4. Межкультурные стереотипы.
5. Национальные стереотипы.
6. Национальная культура.
7. Метод перебивать речь, чтобы другой разговорился.
8. Молчание признак незаинтересованности.
9. Культурный шок при изменении культурной среды.
10. Понимание как цель межкультурной коммуникации.
11. Влияние культуры на восприятие.
12. Сущность и детерминирующие факторы процесса восприятия.
13. Межкультурные конфликты.
14. Межличностная привлекательность в межкультурной коммуникации.
15. Факторы, определяющие национально-культурную, языковую специфику.
16. Схема анализа различных культур.
17. Способы культурно-языкового взаимодействия между людьми.
18. Соотношение понятий этническая и национальная культура.
19. Региональные особенности культуры.
20. Языковые различия между народами.
21. Стереотипы восприятия в межкультурной коммуникации.
22. Понятие и сущность стереотипов.
23. Функции стереотипов.
24. Ориентирующая функция стереотипа.
25. Значение стереотипов для межкультурной коммуникации.
26. Культурный шок.
27. Автостереотипы. \
28. Гетеростереотипы.
29. Предрассудки в межкультурной коммуникации.
30. Механизм формирования предрассудка.

31. Типы национальных предрассудков.
32. Результаты межкультурной коммуникации.
33. Межкультурная компетенция в межкультурной коммуникации.
34. Понятие толерантности.
35. Толерантность как результат межкультурной коммуникации.
36. Личность как продукт и носитель лингвокультуры.
37. Понятие и характеристика языковой личности.
38. Языковая личность и языковое сознание.
39. Языковая личность в виртуальном мире.
40. Концептосфера языковой личности.
41. Понятие национальной идентичности.
42. Физиологическая идентичность.
43. Психологическая идентичность: параметры сопоставления.
44. Социальная идентичность: гендер, возраст, расовая и этническая принадлежность;
45. Географическая, классовая, имущественная принадлежность, статус социальной идентичности..
46. Межкультурная трансформация языковой личности.
47. Понятие картины мира.
48. Понятие концептуальной картины мира.
49. Соотношение языковой и концептуальной картин мира.
50. Мировосприятие через призму культуры.
51. Роль языка в освоении действительности.
52. Систематизация объектов в картине мира.
53. Когнитивные модели и структуры модели мира.
54. Соотношение картин мира коммуникантов.
55. Понятие концепта.
56. Структура концепта.
57. Методы исследования концепта.
58. Факторы, влияющие на способ общения.
59. Налаживание деловых связей.
60. Официальный этикет и протокол.
61. Традиционный английский бизнес-этикет.
62. Традиция отношений в офисе, стиль одежды.
63. Английская традиция ведения деловых встреч и переговоров.
64. Английский способ принятия решений.
65. Особенности английского менеджмента.
66. Английский стиль руководства.
67. Стиль работы в команде.
68. Стиль жизни: индивидуализм и консерватизм.
69. Модели коммуникационных процессов
70. Культурный релятивизм в межкультурной коммуникации.
71. Сущность функционализма в межкультурной коммуникации.
72. Методы изучения культурных систем и межкультурных ситуаций.
73. Импликатура.
74. Лакунарность.
75. Коммуникационные модели.

76. Психологические аспекты межкультурной коммуникации.
77. Понятие этнической идентичности.
78. Этнонимы.
79. Этнические процессы.
80. Этносы. Нации. Расы.
81. Межэтнические контакты.
82. Этническая картина мира.
83. Классификация и интерпретации мифа.
84. Мифологическое и логическое мышление.
85. Мифотворчество современного человека.
86. Теория прототипов.
87. Понятие языковой личности.
88. Когнитивная база.
89. Культурное и когнитивное пространства.
90. Прецедентные феномены культуры.

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Перечень вопросов индивидуального опроса:

Раздел 1.

1. Cultural Differences.

What cultural differences exist between people, language, dress, and traditions?

What are the significant variations in the way societies organize themselves?

What is the meaning of cultural differences?

How do you overcome cultural differences in communication?

Why do we need to learn about cultural differences in communication?

What is cultural barrier in communication?

What are cultural differences in communication?

What are cultural differences examples?

Why is it useful to understand the nonverbal language of a culture?

What are the classification of non verbal communication in intercultural communication?

Why should translators have good verbal skills?

What are some examples of cultural differences?

What is the role of culture in communication?

Why do we need to learn about cultural differences in communication?

What are communication differences?

What are some examples of cultural differences?

How can we prevent cultural differences in communication?

How do cultural differences affect communication in the workplace?

What are some examples of cultural differences in business?

What are cultural differences in business?

How do businesses deal with cultural differences?

What are three categories of cultural differences in business correspondence?

2. Stereotypes across cultures.

What are the national stereotypes?

What are mocking national stereotypes?

Why national stereotypes are bad?

How to resolve cultural conflict?

What is a cross cultural setting?

What role does cross cultural communication play in an organization?

What are the barriers of cross cultural communication?

How can cultural stereotypes be overcome?

What are the jokes about 'Nationalities'?

What are the xenophobic jokes Europeans say about each other?

What are the American prejudices and stereotypes in cross-cultural communication?

What cross-cultural stereotypes are explained in intercultural business communication courses?

What are the gender stereotypes?

What influences gender roles in today's society?

How is gender created in society?

Who invented gender roles?

What are feminine qualities?

What are the different types of gender identity?

What is the gender identity examples?

What are the different genders and what do they mean?

What is gender identity or expression?

What is an example of gender identity?

What is the difference between gender expression and gender identity?

How many types of gender identity are there?

What is the importance of gender identity?

3. Culture shock.

Who coined the term culture shock?

How would you describe culture shock?

How is shock defined?

What is culture shock and why does it occur?

What are the 5 stages of culture shock?

Do I have culture shock?

How culture shock works?

How long can culture shock last?

What is an example of culture shock?

What is culture shock and why does it occur?

What does shock feel like?

How do you get rid of culture shock?

What are the effects of culture shock?

Does everyone get culture shock?

What is the first sign of shock?

Can you go into shock from stress?

How do you prepare for culture shock?

What happens during shock?

What are the 3 types of trauma?

How does trauma affect the brain?

How does trauma affect the body?

What causes a person to go into shock?

What is reverse culture shock?

What are the pathophysiological effects of shock?

What are the classifications of shock?

What is a symptom of irreversible shock?

How long does shock last for?

What is the first sign of shock?

What body systems are affected by shock?

How can we avoid culture shock?

How does the body compensate for hypovolemia?

What are the signs of compensated shock?

Раздел 2.

1. Initial contacts across cultures.

What is communication across cultures?

How to communicate effectively across cultures?

How do communication styles differ across cultures?

How do you overcome cultural differences in communication?

Does culture affect communication?

How can you communicate effectively with culturally diverse persons?

Do cultural differences really affect good communication?

What is cross-cultural psychology?

How do you improve communication with people from other cultures?

What are the 4 types of interpersonal communication?

What are the Chinese categorization of interpersonal relationships?

What are the theories of interpersonal communication?

What is interpersonal communication examples?

What are poor interpersonal skills?

What are examples of interpersonal relationships?

What is the purpose of the first point of contact in an organization?

How to make the first contact in business?

How to reach potential customers?

What does contact point mean?

What is the first step of the criminal justice process?

What does contact mean on a form?

What is a contact company?

Who is a contact person?

How do you build a client base?

What does main point of contact mean?

What is a technical point of contact?

Is it point of contacts or points of contact?

What are contact details?

What does contact name mean?

What is public contact?

What is a contact email?

What are contacts in HubSpot?

What is a point person?

What does full contact information mean?

What is a point of contention?

What is a customer contact strategy?

How does a contact block work?

2. Getting connected.

How to make friends in a foreign country?

How do foreigners make friends?

How to make successful business connections in a foreign country?

How can you find foreign friends online?

How do you greet someone in another country?

How do you greet a stranger?

What country do people greet each other by locking thumbs?

How do people in Norway greet each other?

How do people in Europe greet each other?

How do people in Morocco greet each other?

What does kiss on cheek mean?

Which country use a hug greeting?

How to greet someone in 13 different countries?

Can you kiss in Morocco?

What do three kisses mean?

How do you kiss goodbye?

Can you wear bikinis in Morocco?

How do American say hello?

What is the formal greeting?

What's another word for hello?

How do you greet an American girl for the first time?

What are some good greetings?

What are simple greetings?

What are the types of greeting?

What is the meaning of Hola?

What does whats up mean?

What is the meaning of Bonjour?

What can you say instead of good morning?

What are greetings in English?

What is the purpose of a greeting?

Why is it important to greet?

How do you greet a French person?

What do the French say when they answer the phone?

What is the reply to Bonjour?

2. Dress for success.

How does appearance affect our success?

What does it mean to dress for success?

Why is it important to dress for success?

Does dressing for success really work?

How should you dress for a successful budget?

Why is it important to dress professionally?

Why should teachers dress professionally?

How does your clothing affect your success?

How does your look influence your success?

What not to wear as a professional?

What is the main purpose of dress code?

What is a professional dress code?

Can you wear jeans as a teacher in the USA?

What does wearing all black say about you?

How much should you spend on clothing a month?

Is buying clothes a waste of money?

What age group spends the most money on clothes?

Why is dressing for success important?

How should you dress for success at work?

Does dressing professionally make a difference?

Does dressing nice matter?

What advantage of dressing professionally most stood out to you?

What are the 3 types of business attire?

What should you not wear to the office?

Does business attire require a tie?

Do you need a jacket for business professional?

What not to wear as a professional?

What are some examples of inappropriate workplace attire?

Can you wear jeans for business casual?

What is not business casual attire?

Can you wear sneakers with business casual?

What is not business casual?

What are examples of business casual attire?

What is considered business casual attire for a woman?

What kind of shoes do you wear for business casual?

Can you wear sneakers with a suit?

Can you wear leggings for business casual?

Is a maxi dress business casual?

What are the rules for what not to wear?

What is the meaning of business casual dress code?

How do you dress up a jumpsuit?

What is smart casual dress for ladies?

Do I have to tuck in my shirt for business casual?

Are jeans unprofessional?

What is casual wear for ladies?

Can a woman wear pants to a formal event?

Does formal event suggest fancy-dress?

Раздел 3.

1. Socializing and hospitality across cultures

How do you meet people in France?

Is it hard to make friends in France?

How do you show respect in French?

What are some customs in France?

How do people in France communicate?

What can you not do in France?

How do you say hi in French slang?

What does eye contact mean in France?

How can you be polite in France?

Is eye contact rude in Japan?

Is eye contact disrespectful in Japan?

In what country is it rude to make eye contact?

Is it rude to shake hands in Japan?

Why do Chinese avoid eye contact?

How do you beckon someone in Japanese?

What culture does not allow eye contact?

How do you apologize in Japan?

What is considered bad manners in Japan?

Why do Japanese people bathe together?

Do Asians make eye contact?

What does a thumbs up mean in China?

Do the Japanese shake hands?

How do Japanese communicate in business?

What can you not do in Japan?

What's illegal in Japan?

Do Japanese eat while walking?

How do you address people in China?

What is a traditional Chinese greeting?

How do you greet a Chinese businessman?

How do you show respect to Chinese people?

What is the Chinese salute?

What does the Chinese bow mean?

Do Chinese bow or shake hands?

What should you avoid in China?

Do and don'ts in China business?

Why do Chinese bow 3 times?

Why do Asians eat with chopsticks?

Why do Japanese bow and not shake hands?

2. Socializing with colleagues, entertaining business clients.

Is client entertainment tax deductible in the UK?

What expenses can you claim in corporate entertainment?

How do you entertain a client in the UK?

Can you claim VAT on restaurant receipts?

How do you entertain a customer while waiting?

How do you entertain a hotel customer?

How do you communicate with guests?

How do you greet a guest upon his arrival?

How do the French do business?

How do you greet a business associate in France?

What kind of gifts do they give in France?

What are good table manners in France?

How do Japanese people interact?

How can I impress a Japanese client?

How do Japanese deal with business?

Where should I sit in a Japanese business meeting?

How do you show respect in Japan?

How do you greet someone in Japan business?

What is Japanese business casual?

Why do Japanese add SAN?

How do Japanese motivate their employees?

What is Japanese work culture like?

How do you make Japanese friends?

How do Japanese meet foreigners?

Is it easy to make friends in Japan?

Why do Chinese students stick together?

How do you make friends in Shanghai?

Where can you meet people in Beijing?

3. Building personal relationships

How do you interact with Japanese?

How do you build trust in a business?

What do Japanese think of foreigners?

What is Japanese business culture?

How do you greet your boss in Japanese?

How do you earn trust?

How do you build business relationships?

What is the key to a successful business relationship?

How do you build effective working relationships?

How do you build key relationships?

How do you build a lasting relationship?

Is Germany a low context culture?

How do German people communicate?

How do you address someone in German?

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Задания творческого уровня по устному переводу и комментированию содержания текстов на тему межкультурной коммуникации.

Текст 1. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

Some strange customs are stranger than others. Several wonderful places in the world have long been known for their strange practices and traditions. Those who are merely passing through these places might consider these customs to be taboo or inhumane. But those who care to look for the meaning behind these beliefs usually appreciate them, despite their strangeness. I have gathered seemingly strange, crazy or mad traditions from the European countries. Please let me know if you know of others that belong here.

1. Witches' Night in the Czech Republic: Prague has more than its fair share of rituals and traditions, one of which sees young lovers jump over the dying embers of bonfires. Single men are also encouraged, on this day, to leave tokens of freshly cut branches on the doorstep of the women of the affections. It was once believed that the evil powers on this evening, which falls in between the ancient feast days of St. Jacob and St. Phillip, were far stronger than normal and that for this evening only they ruled over the good. Flocks of witches riding broomsticks were said to soar the skies, and the Czechs believed that the bonfires would bring them down in flames. Nowadays the celebration is far more light-hearted, and the biggest bonfire in the country takes place in the center of the Czech capital.
2. Burning witches in the Czech Republic: Some of us celebrate the end of winter with a spring clean, while others take to the streets in elaborate carnival outfits for Mardi Gras. People here celebrate the temperate season in an entirely different way, by burning a hag on a bonfire. On the last night of April, many Czechs gather around hillside bonfires to celebrate Paleni Carodejnic, the annual burning of witches. To keep the hags at bay, the locals burn their broomsticks and huge effigies of witches and hags, which are similar in appearance to the Guy Fawkes burnt in England on Bonfire Night.
3. Sardine burial in Tenerife: A custom tradition among Spaniards is actually burying a sardine, with a funeral procession of mourners in black. It mostly occurs at the highly spirited moments in the Christian calendar such as lent and the advent period.
4. Krampuslauf in Austria, Bavaria: Krampuslauf is the scary, devil-like creatures called Krampus that carries cow bells, clank chains and rides through the streets of the Alpine regions scaring children and adults. Traditionally, young men dress as the Krampus and are accompanied by 'Nikolaus', or Santa. The Krampuslauf typically occurs in the first two weeks of December, although December 5 is the most favored date. In rural areas the Krampuslauf traditions sometimes include giving those unfortunate enough to be caught by the Krampus a light birching. The Krampus monsters are often linked to legends of succubus and incubus, the nocturnal, sexually predatory demons. The modern costume typically used on Krampuslauf consists of red wooden masks, black sheep's skin and horns. The masks are typically hand-carved, and many people enjoy Krampuslauf competitions, competing for titles such as 'best costume' and 'most scary'. The word Krampus has its origins in the old German word 'Krampen' which means, 'Claw'. Many believe Krampuslauf to be a pre-Christian festival, drawing on pagan influences which have survived due to the isolated nature of the Alpine region.
5. The Polterabend custom in Germany: Just before couples are wed, their families and close friends meet for an informal affair. Then, all guests are requested to break things such as dinner wares and flower vases, anything except glasses. As soon as the entire place is in disarray, the couples should clear up the broken things. This tradition shows the couple the significance of being united and of hard work, which is necessary to make their marriage work. At least they are in for a hell of a start. Things can only improve from here.
6. Tomato craze in Spain: La Tomatina is the biggest tomato fight that exists. It is a strange culture among the Valencians in Bunol where tomatoes are used as weapons. Snowball fights are so last year.
7. Teeth tossing in Greece: Some cultures pop children's teeth under their pillows and wait for a swap with cold hard cash by a fairy. Others throw a baby's recently liberated tooth on their roofs.
8. Baby Jumping in Spain: Residents in a small Northern Community take part in baby jumping, called El Colacho, to keep the devil at bay. Men dressed as the devil run between and jump over infants, who are laid on mattresses

along the streets. These customs are some of the strange and bizarre practices in some of the most wonderful places in the world. They may seem absurd but the natives believe or believed that their practices permitted them to learn essential values and lessons in life.

Текст 2. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

<https://www.businessinsider.com/japanese-customs-that-are-shocking-to-foreign-travelers-2015-2>

Some Japanese customs are shocking to foreign travelers. Japan has a unique culture with a very strict code of etiquette. There are specific ways to eat noodles, good practices for accepting gifts, and certain rules to follow to avoid insulting a host. This complex web of social rules and traditions can be overwhelming for those traveling to Japan, so we compiled a list of some of the things foreigners find most shocking when visiting the country. Here are 11 customs you should know before traveling to Japan.

1. No. 4 is avoided at all cost. In Japan, the number "four" is avoided because it sounds very similar to the word for death. In the same vein as No. 13 in Western culture, No. 4 is extremely unlucky and is used as little as possible. You must always avoid giving anyone something in fours because it can be seen as a very ominous gift. Elevator labels will often be missing a fourth floor — and in extreme cases, they will not have floors 40 to 49. No. 49 is especially unlucky, as it sounds similar to the phrase that means "pain until death." The practice of avoiding No. 4 is called "Tetraphobia," and it is common in many East Asian and Southeast Asian regions.
2. Blowing your nose in public is considered rude. Blowing your nose in public is seen as not only rude, but simply disgusting. Instead people will generally sniffle until they find somewhere private. If you simply must blow your nose, it is recommended that you do so as discreetly as possible. The Japanese are also repelled by the idea of a handkerchief.
3. Tipping can be seen as insulting. Tipping is considered rude — and can even be seen as degrading. Tipping will often cause confusion, and many people will chase after you to give you back your money. If someone has been particularly helpful and you feel absolutely compelled to leave a tip, Rough Guides suggests leaving a small present instead.
4. Walking and eating is seen as sloppy. Although walking and eating is often convenient and widely accepted in many Western cultures, the practice is looked down upon in Japan. Many also consider it rude to eat in public or on the trains. There are just a few exceptions to this rule, including the fact that it is OK to eat an ice-cream cone on the street.
5. There are designated people who will push you into a crowded subway car. Oshiya, or "pushers," wear uniforms, white gloves, and hats and literally push people into crowded subway cars during rush hour. They are paid to make sure everybody gets in and doesn't get caught in the doors.
6. People will sleep on the trains with their head on your shoulder. If someone in Japan falls asleep with his or her head on your shoulder, it is common practice to just tolerate it. People have very long commutes and work dreadfully long hours, so many will often fall asleep on the train. "There is a tolerance that if the person next to you falls asleep and their head kind of lands on your shoulder, people just put up with it," Sandra Barron told CNN. "That happens a lot."
7. There are toilet slippers for the bathrooms. It is customary to change into slippers when entering a Japanese home, a traditional restaurant, temples, and sometimes museums and art galleries, according to Rough Guides. Basically any time you come across a row of slippers in Japan, you should just put them on. There are even special toilet slippers kept inside the bathroom, so you'll take off your house slippers and put on the toilet slippers.
8. You must always bring a host a gift. It is an honor in Japan to be invited to someone's home, and if this happens, you must always bring a gift. The gift should also be wrapped in

the most elaborate way possible, and lots of fancy ribbons are suggested. You should also never refuse a gift once offered — but it is good practice to strongly protest the gift at first. 9. Pouring your own glass is considered rude. It is customary in the US (and many other countries in the world) to serve others before you serve yourself, but in Japan you are never supposed to pour yourself a drink. If you have poured for others, another guest will hopefully see that your drink is empty and pour for you. You must also always wait for someone to say "Kanpai" (cheers) before drinking. 10. Slurping noodles is not only seen as polite — but it also means you have enjoyed your meal. Slurping is considered polite in Japan because it shows that you are enjoying your delicious noodles — in fact, if you don't eat loudly enough, it can be mistaken as you not enjoying your food. Slurping noodles is not entirely for the sake of politeness, but also to avoid having a burnt tongue. Japanese soup and noodles are generally served steaming hot — hot enough to burn — and slurping helps to cool down the food. But unlike in some other Asian nations, it is still considered rude to belch at the table. 11. Sleeping in capsule hotels in rooms barely bigger than a coffin is very common. Capsule hotels are used as cheap accommodations for guests who purely want a place to sleep. They are used most often by businessmen working or by those who have partied too late and have missed the last train home. The sleeping quarters are small capsules that are not much bigger than a coffin, and the beds are stacked side by side and on top of one another. The concept has been around in Japan since the 1970s, but it has begun to spread to a few other countries around the world. The setup is a cheap alternative to a hotel, as a bed costs only \$65 a night, but it should be avoided for anyone who suffers from even slight claustrophobia.

Текст 3. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

<http://webkonspect.com/?room=profile&id=16030&labelid=273161>

There's always a bunch of stereotypes about every single country and its residents. Some of these stereotypes are very much true. Others less so! We decided to ask the resident Brits about some of the most popular stereotypes about British people, and separate the fact from the fiction! 1. **BRITAIN IS A CLASS SOCIETY – FACT.** People in modern Britain are very conscious of class differences. They regard it as difficult to become friends with somebody from a different class. The clearest indication of a person's class is often his/her accent. Different classes talk about different topics using different styles and accents of English, they enjoy different pastimes and sports, they have different values about what things in life are most important, and different ideas of the correct way to behave. Traditionally there is a stereotyped view of the upper, middle and working classes. 2. **THE POSH BRITISH LIFE – FICTION** When many foreigners picture a British person, they see posh accents, large manor homes, top hats and tails, nanny for children. "Why golly gosh, this is absolute utter incongruous pish posh my dear boy!" That's only for the very wealthy aristocrats who live in West London and were raised by nannies. 3. **BRITS ARE DRUNCARDS – FACT** The drinking culture in the U.K is huge and most social occasions are centered around alcoholic beverages. Working class Britons have a popular pastime in the pubs. The English don't drink warm beer. It is not perfectly clear where this stereotype originated from, but even if it once held true, it is very far from the truth nowadays. If you walk into a pub today and order a beer specifically instructing the waiter to bring you a cold one, you would receive the same uncomprehending look that you would get anywhere else in the world! 4. **BRITS LOVE TALKING ABOUT THE WEATHER – FACT.** Brits love small talk and their favorite topic has to be the weather outside. Weather is possibly the most spoken of topic in the country. If you ever find yourself in an awkward situation or

have absolutely nothing to say, fear no more as you can get at least 10 minutes worth of quality conversation out of the current weather patterns. 5. BRITS HAVE SARCASTIC HUMOR – FACT. Irony and heavy sarcasm are the bedrock of British humor. Being able to tell when your British friends are being sarcastic from when they're trying to have a serious conversation takes some serious skill and even after years of living in the U.K, it's likely that you'll still often get it wrong. At least there are a lot of hilarious and sometimes awkward conversations to be had in the meantime though...6. BRITISH TRADITIONS – FICTION In their private life, the British as individuals are less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. 7. CONSERVATISM – FACT The example is the system of measurement. The British government has been trying for years to promote the metric system and to get the British people use it. But it's had a limited success. 8. BRITISH FOOD IS TERRIBLE – FICTION. Different classes have different food. Fish and chips are the English food for the working class. Seafood in the restaurant is a traditional upper class food. The traditional upper class breakfast is a "fry-up" (several items fried together, the most common of which are eggs, bacon, sausage, tomatoes, mushrooms and even bread), preceded by cereal with milk and followed by toasts, butter and marmalade all washed down with lots of tea. When the "fry-up" is omitted the breakfast is called "continental" (it is usually for working class people). 9. BRITS DRINK TEA - FICTION. "Ooooh, put the kettle on, will you»? Surprising as it may be, however, in 2017, England was only third in the world in its tea consumption, following Turkey and India, and mostly likely China as well. According to statistics, the English drink just as much coffee as they drink tea, so it would be hard to claim tea time as a national trait. Upper class drinks coffee and Italian wine. Working class Britons love a pint in the pub on Thursdays and Fridays. Although they do love tea with milk and drink quite a lot of it during the day. Tea is definitely a key part of British culture. Making tea for other people is the ultimate form of British hospitality. People from abroad tend to think Britons only drink the finest tea leaves from teapots, served in a beautiful cup and saucer. In reality, middle and working class Britons buy bog-standard tea-bags by the kilo and make constant mugs of it throughout the day. It may not be posh, but it's the quickest way to make a brew! Britons ALWAYS add a dash of milk to black tea (no lemon, are you mad??)" The image of the British as a nation of tea-drinkers is a stereotype, which is somewhat out-of-date. It is true that it is still prepared in certain way (strong and with milk), but more coffee than tea is now bought. 10. BRITS SPEAK ENGLISH – FICTION The most prestigious upper class accent in Britain is known as "Received Pronunciation" or "RP". It's a combination of standard English spoken with an RP accent that is usually meant when people talk about "BBC English", or "Oxford English", or "Queen's English". You can usually tell a lot about a person's class (background) just by listening to his accent. The average London-born Brit either speaks with a cockney accent or a normal London accent.

Текст 4. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

https://www.rbth.com/politics_and_society/2016/07/30/6-weird-things-russians-do-that-baffle-foreigners_813254

Russian immigrants miss unique Russia - the Russian language, culture, lifestyle and friends, their special sense of humor, stories and jokes, and an exaggeratedly arrogant intelligent environment, with the need to read between lines in contrast with the straightness of western people. Some parts of Russian tradition and culture just can't be explained so easily. We asked foreigners about things that most confused them. How

do Russians calm their foreign friends if something strange happens? “Russian people are inclined to say, ‘This is Russia,’ when confronted by an inexplicable situation, be it a success or failure.” – Ji Hoon Kim, South Korea.

1. Prepare to arrive hungry. “From a Russian's perspective, when you offer a plate of food it's important for the guest to finish it, or else it's seen as disrespectful. From the Arab side, how much you can eat is okay and we don't really mind if you finish the plate or not.” – Adel Al Khozaae, Bahrain. “Russians love to cook a lot of food with mayonnaise, and often they cook more than they can eat. Also, caviar doesn't seem to be a delicacy because you find it in almost every home.” – Daan van Dijk, Netherlands.
2. Drinking culture. “Most, if not all, sittings that involve drinking consist of many toasts. Only lazy Russians simply say, “Na zdorovie” (“cheers”), [which is not a Russian toast at all – Editor's note]. Instead, most Russians say long complicated toasts, and tell anecdotes or stories from their life.” – Santiago Gómez, Colombia. “Maslenitsa (an Eastern Slavic religious and folk holiday) and the whole drinking culture seemed weird at first, but when we understood more about it, we realized that it shows how cultured Russian people actually are. So, while they may seem weird at first, you start to appreciate and admire how much Russians value their oldest traditions and try to maintain their culture.” – Kostas Vafeidis, Greece. Russians adore huge feasts lasting hours and hours with friends and relatives. They love to spend hours at the dinner table eating classic Russian dishes like Olivier salad, pelmeni, and shchi. There will probably be a fair amount of booze involved and many toasts to everything under the sun. Russian say: “If dinner reaches the dessert, the party is a failure.”
3. Russian women are forever young. “Unless she's holding a walking stick, all females must be called “*devushka*” (“young lady”).” – Noah Schneider, Germany.
4. Russian women always dress to impress. “Most females tend to dress up for any occasion outside the home, even walking a dog or shopping for groceries.” – Piotr Kowalski, Poland.
5. Paradoxes of standing in line and driving. “There's no concept of lines anywhere. When one sees a queue, he tends to ask for the last person in line and blatantly follows them, disregarding the possibility to read the information signs and take a ticket number.” – Ji Hoon Kim, South Korea. “If you allow one car to merge into traffic in front of you, it is a signal to every driver that you are allowing all vehicles to merge in front of you. This results in angering every driver behind you. Perhaps this is why Russian drivers are considered to be some of the most aggressive in the world. This also applies to standing in lines at the airport.” – Adam Collins, U.S.
6. Soviet nostalgia. “It was weird to see Russian adults watch Soviet cartoons over and over again. As we were told later, the cartoons became a cultural phenomenon that reflected Soviet society, and this is why these cartoons are so beloved and still popular.” - Noah Schneider, Germany.
7. Superstitions. “Whistling is considered both rude and indicative of being low-class and/or uneducated. In the U.S., whistling is an expression of enjoyment. I have no idea why this is so different in Russia. Also, if my luggage is packed, my apartment is prepared, and my travel documents are in hand, what is the purpose to take a seat immediately before walking out the door? I was told that this is to whisper a silent prayer for good luck. However, when I was a student in the Soviet Union in 1990, this was also standard, and that was a time when religion was largely forbidden. I have no idea why or how this began.” – Adam Collins, U.S. The Soviet Union lasted nearly 70 years, so it's no surprise it's legacy lives on - often in some very peculiar (and sometimes unwanted) ways. Some Russians just can't break certain habits. Below are some of them.

1. Never trust foreigners. To this day people in Russia may treat foreigners with a little suspicion: Why would anyone choose to visit freezing, brutal Russia, unless they had been sent by a foreign secret service, right? Russians very rarely smile at strangers, unlike Englishmen and Americans who stroll around grinning from ear to ear at everyone and anyone like madmen. The old Russian proverb still rings true: Laughter without reason is a sign of idiocy. If you can get a Russian you've never met before to crack a smile, pat yourself on the back.

Текст 5. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

<https://listverse.com/2016/04/23/10-strange-university-traditions/>

While nothing compares to the pressures of having a real job, life at college is extremely stressful. So it should be no surprise that our parents and grandparents spent much of their university lives blowing off steam and hiding from work. The need for a pressure valve and the fact that students have far too much free time has meant that British and US universities have evolved numerous customs and rituals over the centuries to help their members remain sane and encourage bonding with their classmates. Hacks And Rats. MIT. The brainy and technically gifted students of MIT are notorious for carrying out elaborate practical jokes on campus known as “hacks.” Notable hacks included replacing the MIT home page with a message stating that the university had been purchased by The Walt Disney Company in 1998, charging long-distance phone calls to a local radar installation in the 1960s, and causing a large black weather balloon to appear during the middle of a Harvard-Yale football game in 1982. In particular, students seem to relish the challenge of moving bizarre objects on top of the university’s Great Dome. Notable installations have included a replica of the Wright brothers’ plane, a life-size fiberglass cow, and the Triforce symbol from The Legend of Zelda series. Another tradition at MIT is the unusual name given to the college’s “Standard Technology Ring.” In 1929, a student committee of sophomores met to agree to the design of their class ring. They decided that it should be engraved with a depiction of the North American beaver to reflect the industrious and practical nature of MIT graduates. Supposedly, the artistic efforts of the design team looked more like another kind of rodent, hence the name given by generations of alumni to their precious rings—the Brass Rat. Penny Throwing. Lincoln College, Oxford To celebrate Ascension Day, the date on which Christians believe that Jesus ascended to Heaven, the students of Lincoln gather at the top of their college’s tower to throw pennies at a group of children waiting below in one of the university’s squares, known as “quads.” This ancient form of charity is said to date back to the 15th century and used to be a much nastier event. Apparently, it was customary for students to warm the pennies before throwing them, and it was thought that any badly burned children would be taught a valuable lesson about the sin of greed. During the same ceremony, Lincoln students will also be seen “beating the bounds” by marching through the center of Oxford while hitting boundary markers with 2-meter-long (6 ft) wooden sticks to mark out the traditional parish boundaries between St. Mary the Virgin University Church and St. Michael at the North Gate. It is also traditional that members of Brasenose College are allowed to enter Lincoln College and drink a small glass of ale at lunch on Ascension Day. This specially brewed beer is flavored with bitter-tasting ground ivy to prevent the students of Brasenose College from taking advantage of Lincoln’s hospitality. Pipe Smoking And Handsome Dan. Yale At graduation ceremonies at Yale, students are given a clay pipe and a small bag of tobacco. After a brief smoke, students are expected to smash the pipes, an act which symbolizes the end of their carefree college lives. Another tradition that dates back to 1851 sees students burying a sprig of ivy on the campus, a metaphor for the individual’s enduring connection to Yale. Away from graduation ceremonies, the morale of Yale’s football team is traditionally boosted by a bulldog mascot. Yale’s first permanent bulldog mascot, Handsome Dan, was named by the university in 1889. The custom carries on to this day, and Yale appointed their most recent mascot, Handsome Dan XVIII, in 2016. Other famous mascots include MIT’s Tim the Beaver, the Princeton Tiger, and the Stanford Tree. (Technically, the Stanford Tree is the mascot of the Stanford Band. However, as the university doesn’t have an official mascot, the Tree is also considered the unofficial mascot of the university.) The Time Ceremony, Merton College, Oxford This modern tradition was established in 1971 by undergraduates who wanted to celebrate the end of a three-

year experimental period in which the UK had remained on British Summer Time, one hour ahead of Greenwich Mean Time (GMT), all year round. The ceremony sees students put on their sub-fusc (academic dress), grab a glass of port, and parade counterclockwise around the Fellows' Quad at 2:00 AM. While the ceremony might appear to be completely pointless, its inventor points out that ever since the ritual has been performed, Britain's clocks have never failed to make the transition to GMT after summer ends. *Hunting The Mallard*. All Souls College, Oxford All Souls is Oxford's most elite college. It is closed to undergraduates, and its fellows are admitted only after a famously rigorous application process. This does not stop its members from engaging in one of the strangest university traditions of all. Once every 100 years, members of the college, equipped with flaming torches, form a procession led by a person holding a staff with a wooden duck tied to it. This strange event is said to commemorate an incident in 1437 when a giant duck supposedly flew out of the college's foundations. The next ceremony is due to take place in 2101.

Текст 6. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

The samurai culture was influenced by the philosophies of Buddhism, Zen, and to a lesser extent Confucianism and Shinto. Samurai (侍) were the military nobility caste of medieval and early-modern Japan. In Chinese, the character 侍 was originally a verb meaning 'to wait upon', 'accompany persons' in the upper ranks of society. The samurai were usually associated with a clan and their lord, and were trained as officers in military tactics and grand strategy. While the samurai numbered less than 10% of then Japan's population, their teachings can still be found today in both everyday life and in modern Japanese martial arts. In the 13th century, Hōjō Shigetoki wrote: "When one is serving officially or in the master's court, he should not think of a hundred or a thousand people, but should consider only the importance of the master." In 1412 AD, Imagawa Sadayo wrote a letter of admonishment to his brother stressing the importance of duty to one's master. "It is forbidden that one should ... attach little importance to his duties to his master ... There is a primary need to distinguish loyalty from disloyalty and to establish rewards and punishments. The feudal lord Takeda Nobushige (1525–1561) stated: "In matters both great and small, one should not turn his back on his master's commands ... One should not ask for gifts or enfeignments from the master ... No matter how unreasonably the master may treat a man, he should not feel disgruntled ... An underling does not pass judgments on a superior". Families such as the Imagawa were influential in the development of warrior ethics and were widely quoted by other lords during their lifetime. The writings of Imagawa Sadayo were highly respected and sought out by Tokugawa Ieyasu as the source of Japanese Feudal Law. These writings were a required study among traditional Japanese until World War II. It is commonly suggested that Nitobe Inazo formulated and popularized an idealized version of the martial ethic. A quote from the book *Bushido* about samurai ethics: "A truly brave man is ever serene; he is never taken by surprise; nothing ruffles the equanimity of his spirit. In the heat of battle he remains cool; in the midst of catastrophes he keeps level his mind. Earthquakes do not shake him, he laughs at storms. We admire him as truly great, who, in the menacing presence of danger or death, retains his self-possession; who, for instance, can compose a poem under impending peril or hum a strain in the face of death. Such indulgence betraying no tremor in the writing or in the voice, is taken as an infallible index of a large nature—of what we call a capacious mind (Yoyū), which, far from being pressed or crowded, has always room for something more." There are also several important samurai quotes. 1)

Mental bearing (calmness), not skill, is the sign of a matured samurai. A Samurai therefore should neither be pompous nor arrogant. 2) Honour may not win power, but it wins respect. And respect earns power. 3) Knowledge becomes really such only when it is assimilated in the mind of the learner and shows in his character. 4) Victory is reserved for those who are willing to pay its price. 5) A warrior is worthless unless he rises above others and stands strong in the midst of a storm. 6) See first with your mind, then with your eyes, and finally with your body. 7) Engage in combat fully determined to die and you will be alive; wish to survive in the battle and you will surely meet death. 8) The Samurai always has to rise and move on, because new challenges will come. 9) The perfect blossom is a rare thing. You could spend your life looking for one and it would not be a wasted life. 10) The undisturbed mind is like the calm body water reflecting the brilliance of the moon. Empty the mind and you will realize the undisturbed mind. 11) Think lightly of yourself and deeply of the world. 12) Master the divine techniques of the Art of Peace and no enemy will dare to challenge you. 13) As a samurai, I must strengthen my character; as a human being I must perfect my spirit. 14) Civilize the mind but make savage the body. 15) There is something to be learned from a rainstorm. When meeting with a sudden shower, you try not to get wet and run quickly along the road. But doing such things as passing under the eaves of houses, you still get wet. When you are resolved from the beginning, you will not be perplexed, though you will still get the same soaking. This understanding extends to everything. 16) I'm not a fighter, but in my mind I'm fighting every day. 'What's new? What am I doing?' I'm fighting myself. My soul is samurai. My roots aren't samurai, but my soul is. 17) The way of the Samurai is found in death. 18) Get beyond love and grief: exist for the good of Man.

Текст 7. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

Buddhism is the world's fourth-largest religion with over 520 million followers, or over 7% of the global population, known as Buddhists. Buddhism encompasses a variety of traditions, beliefs and spiritual practices. Buddhist schools vary in their interpretation of the path to liberation, and their specific teachings and practices. Widely observed practices include observance of moral precepts. Buddhist ethics are traditionally based on what Buddhists view as the enlightened perspective of the Buddha, or Bodhisattvas. The term for ethics or morality used in Buddhism is *Sīla* - a code of conduct that embraces a commitment to 1) harmony, 2) self-restraint. The principal motivation is nonviolence, or freedom from causing harm. It has been variously described as virtue, right conduct, morality, moral discipline and precept. Two aspects of *sīla* are essential to the training: 1) right "performance" , 2) right "avoidance". Honoring the precepts of *sīla* is considered a "great gift" to others, because it creates an atmosphere of trust, respect, and security. The foundation of Buddhist ethics for laypeople is The Five Precepts which are common to all Buddhist schools. When one "goes for refuge" to the Buddha's teachings one formally takes the five precepts, which are: 1) I undertake the training rule to abstain from taking life; 2) I undertake the training rule to abstain from taking what is not given; 3) I undertake the training rule to abstain from sensual misconduct; 4) I undertake the training rule to abstain from false speech; 5) I undertake the training rule to abstain from liquors, wines, and other intoxicants, which are the basis for heedlessness. The first precept consists of a prohibition of killing, both humans and all animals. Scholars have interpreted Buddhist texts about the precepts as an opposition to and prohibition of capital punishment, suicide, abortion and euthanasia. The second precept prohibits theft. The third precept refers

to adultery in all its forms, and has been defined by modern teachers with terms such as sexual responsibility and long-term commitment. The fourth precept involves falsehood spoken or committed to by action, as well as malicious speech, harsh speech and gossip. The fifth precept prohibits intoxication through alcohol, drugs or other means. Keeping each precept is said to develop positive virtue. Abstaining from killing for example develops kindness and compassion, while abstaining from stealing develops non-attachment. Undertaking and upholding the five precepts is based on the principle of non-harming. There is also a more strict set of the eight precepts which are taken at specific religious days or religious retreats. The eight precepts encourage further discipline and are modeled on the monastic code. The three additional rules of the Eight Precepts are: 6) I accept the training rule to abstain from food at improper times. (e.g. no solid foods after noon, and not until dawn the following day). 7) I accept the training rule (a) to abstain from dancing, singing, instrumental music, and shows, and (b) from the use of jewelry, cosmetics, and beauty lotions. 8) I accept the training rule to abstain from the use of high and luxurious beds and seats. Monks additionally follow the set of precepts: 9) be celibate, 10) don't touch money. The "Ten Great Precepts" are called the Bodhisattva Precepts. The Brahmajala Sutra includes a list of 48 minor precepts which prohibit the eating of meat, storing of weapons, teaching for the sake of profit, abandoning Mahayana teachings and teaching non Mahayana Dharma. There is the "path of the ten good actions" : 1) Someone gives up killing living creatures, 2) They give up stealing. 3) They give up sexual misconduct. Verbal actions: 4) A certain person gives up lying. 5) They give up divisive speech. They don't repeat in one place what they heard in another so as to divide people against each other. 6) They give up harsh speech. 7) They give up talking nonsense. They say things at the right time which are valuable, reasonable, succinct, and beneficial. Mental actions: 8) They don't covet the wealth and belongings of others: 'Oh, if only their belongings were mine!' They have a kind heart and loving intentions. 9) They are loving, and live with their heart full of love and kindness. 10) There is meaning in giving, sacrifice, and offerings. There are fruits and results of good and bad deeds. There are duties to mother and father. Ethical list in the Pali tradition is the "ten bases of meritorious action". The later expanded listing of ten bases is as follows: 1) Giving or charity (dāna), giving to the needy is also a part of this. 2) Morality, keeping the five precepts, generally non-harming. 3) Mental cultivation. 4) Paying due respect to those who are worthy of it (apacāyana), showing appropriate deference, particularly to the Buddha, Dhamma and Sangha, and to seniors and parents. Usually done by placing the hands together in Añjali Mudrā, and sometimes bowing. 5) Helping others perform good deeds, looking after others. 6) Sharing of merit after doing some good deed. 7) Rejoicing in the merits of others, this is common in communal activities. 8) Teaching the Dhamma, the gift of Dhamma is seen as the highest gift. 9) Listening to the Dhamma. 10) Straightening one's own views

Текст 8. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

https://en.wikipedia.org/wiki/Jiajing_Emperor

The *Jiajing Emperor* was the 12th Emperor of the Ming dynasty, reigned from 1521 to 1567. Born *Zhu Houcong*, he was the former *Zhengde Emperor's* cousin. His father, *Zhu Youyuan* (1476–1519), the Prince of Xing, was the fourth son of the *Chenghua Emperor* (reigned from 1464 to 1487) and the eldest son of three sons born to the emperor's concubine, *Lady Shao*. *Zhu Houcong* was not brought up to succeed to the throne. However, the throne became vacant in 1521 with the sudden death of the *Hongzhi*

Emperor's son, the Zhengde Emperor, who did not leave an heir. According to Bret Hinsch in the book *Passions of the Cut Sleeve: The Male Homosexual Tradition in China*, the Zhengde Emperor had an alleged homosexual relationship with a Muslim leader from Hami, named Sayyid Husain, who served as the overseer in Hami during the Ming-Turpan border wars. The 14-year-old Zhu Houcong, then heir presumptive, succeeded to the throne, and so relocated from his father's principality (near present-day Zhongxiang, Hubei) to the capital, Beijing. As the Jiajing Emperor, Zhu Houcong had his parents posthumously elevated to an "honorary" imperial rank, and had an imperial-style Xianling Mausoleum built for them near Zhongxiang. The Jiajing Emperor also abandoned the practice of seeing his ministers altogether from 1539 onwards, and for a period of almost 25 years refused to give official audiences, choosing instead to relay his wishes through eunuchs and officials. Only Yan Song, a few handful of eunuchs and Daoist priests ever saw the emperor. This eventually led to corruption at all levels of the Ming government. The Jiajing Emperor's ruthlessness and lecherous life also led to an internal plot by his concubines and palace maids to assassinate him in October, 1542 by strangling him while he slept. His pursuit of eternal life led him to believe that one of the elixirs of extending his life was to force virgin palace maids to collect menstrual blood for his consumption. These arduous tasks were performed non-stop even when the palace maids were taken ill and any unwilling participants were executed on the Emperor's whim. A group of palace maids who had had enough of the emperor's cruelty decided to band together to murder him in an event known as the Renyin Plot (壬寅宮變). The lead palace maid tried to strangle the emperor with ribbons from her hair while the others held down the emperor's arms and legs but made a fatal mistake by tying a knot around the emperor's neck which would not tighten. Meanwhile, some of the young palace maids involved began to panic and one (Zhang Jinlian) ran to the empress. The plot was exposed and on the orders of the empress and some officials, all of the palace maids involved, including the emperor's favourite concubine (Consort Duan) and another concubine (Consort Ning, née Wang), were ordered to be executed by slow slicing and their families were killed. The Jiajing Emperor later determined that Consort Duan had been innocent, and dictated that their daughter, Luzheng, be raised by Imperial Noble Consort Shen. The Jiajing Emperor was a devoted follower of Taoism and attempted to suppress Buddhism. As a result of this effort in 1542 the Mongol leader Altan Khan began to harass China along the northern border. Finally an assassination attempt was made in 1542. After the assassination attempt the emperor moved out of the imperial palace for 25 years (1542-1567), and lived with a 13-year-old teenage girl Lady Shan who was small and thin, and was able to satisfy his sexual appetite. The Jiajing Emperor began to pay excessive attention to his Taoist pursuits while ignoring his imperial duties. He built the three Taoist temples Temple of Sun, Temple of Earth and Temple of Moon and extended the Temple of Heaven by adding the Earthly Mount. Over the years, the emperor's devotion to Taoism was to become a heavy financial burden for the Ming government and create dissent across the country. Particularly during his later years, the Jiajing Emperor was known for spending a great deal of time on alchemy in hopes of finding medicines to prolong his life. He would forcibly recruit young girls in their early teens and engaged in sexual activities in hopes of empowering himself, along with the consumption of potent elixirs. He employed Taoist priests to collect rare minerals from all over the country to create elixirs, including elixirs containing mercury, which inevitably posed health problems at high doses. After 45 years on the throne (the second longest reign in the Ming dynasty), the Jiajing Emperor died in 1567. He was poisoned by the mercury overdose from Chinese alchemical elixir – and was succeeded by his son, the Longqing Emperor. Though his long rule gave the dynasty an era of stability, the Jiajing Emperor's neglect of his official duties resulted in the decline of the dynasty at the end of the 16th century. His style of governance, or the lack thereof, would be emulated by his grandson later in the century.

Текст 9. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

THE ORIGINS OF INTERPRETING AND UNIVERSAL LANGUAGE SERVICES Communication and universal language services have always been a key element throughout the ages to convey messages to others. Eventually, the interaction between different tribes, peoples, cultures, or entities, would define the need for universal language services as essential. The urge for conquering lands made men feel powerful and, as a way to impose themselves in the defeated region, the dominant people would spread their language. However, it is interesting to note that during the period of great expansion of the Ancient Greek and Roman Empires, the slaves were expected to know a broad array of languages and interpret for the nobility, as it was considered undignified at the time. There are thousands of well-known examples throughout history that illustrate the interaction between two – and sometimes more – civilizations. But there always is a common connection, a link that unites both worlds: the interpreter. He or she is the messenger, and as such, cannot be blamed for delivering the message. However, the Manichean ways of thinking do not often leave much room for impartial judgment and understanding. LA MALINCHE OR BRINGING CIVILIZATIONS TOGETHER. Here is the story of the encounter between two peoples and how it changed history. Some will call her a traitor and others will think of her as a heroine. In either case, however, no one can deny that Doña Marina was important in early Mexican history. In the beginning of the 16th century, during the era of the Latin American conquests by the Spanish, the Conquistador Hernan Cortés was entering the then future Mexico. Winning battles against the natives enabled him to gain territories, and it is by defeating the Tabascans that he first met La Malinche. She was offered to him as a slave, along with 19 other young women. She stood out by her ability to master languages. Indeed, she knew both Nahuatl and Mayan. Before meeting her, Cortés relied on a Spanish priest, Jeronimo de Aguilar, who could “only” interpret in Mayan and who revealed himself to be vain when communicating with the natives. Thus, La Malinche became the official interpreter, counselor – and later on, mistress – of Cortés, due to her ability to communicate with the native people and her knowledge of her own culture. Through her help, Cortés came to know all the treasures of the Aztec Empire. In the beginning she would translate what the Aztecs said into the Mayan dialect to Aguilar, and he would translate it into Spanish for Cortés. The whole process was then reversed, Spanish to Mayan and Mayan to Nahuatl. Eventually, however, she was able to work alone thanks to her rapid mastery of the Spanish language. Despite her strong linguistic abilities and intelligence, she was never recognized as a heroine because she rallied to the enemy (since she stayed loyal to Cortés after being freed). Yet, some might forget that she contributed to save thousands of Indian lives by promoting negotiation rather than slaughter. In addition, the natives were converted to Christianity by the Spaniards, which, despite differing opinions regarding the motives of the Spaniards, also helped to put an end to the practice of human sacrifice and cannibalism. THE NUREMBERG TRIALS OR THE PREMISES OF SIMULTANEOUS INTERPRETATION. Let’s jump forward in time now: the end of World War II is a key period that witnessed the rise of universal language and interpreting services. Though we know scores of formal and informal examples highlighting this discipline, the Nuremberg war crime trials marked the introduction of simultaneous interpreting for nearly every conference or other important events that occurred from then on. Indeed, right after the trial ended in 1947, the United Nations established simultaneous interpreting as a permanent service. Without simultaneous interpretation, the Nuremberg trial wouldn’t have been possible. Moreover, it would have taken twice as much time because there were speakers of four languages at the trial – English, French,

Russian, and German. The main objective in having this world event interpreted in four languages was “that all men may understand”. “All men” in this case referred to those involved directly or indirectly in the trial: defendants, judges, lawyers, witnesses, guards, and of course, the media. The courtroom included the “aquarium”: four desks separated by glass panels where 12 interpreters could sit. Everyone wore headphones to follow the proceedings, although it was not unusual for certain defendants to take them off when too many details were given about the concentration camps. Of course, the interpreting equipment for universal language services back then was not as efficient as it is today, and people often tripped over the wires which would then be disconnected. The selection of the individuals responsible for interpreting at the trials was taken very seriously, and they were only recruited if they were able to pass certain criteria. There was no “model interpreter”, they all came from a great variety of social, cultural and professional backgrounds – one was an 18-year-old student, there were teachers, army personnel, lawyers, as well as professional interpreters. After Nuremberg, some of these interpreters were even recruited by the UN due to the skills that they exhibited at the trial. There have been some criticisms expressed concerning the quality of the interpreting, but let’s not forget that the whole world was behind the screens watching the trials, and that the interpreters were not provided with the best material. The interpreters worked in teams due to the high level of concentration required (and whenever one of the interpreters would show signs of fatigue, the proceedings would be interrupted to let the substitute take over). Every trial day, two teams would be present and interpret alternatively four sections of 85 minutes each. Three interpreters represented one language team. When not interpreting, the other team would listen to the recordings in a separate room to ensure consistency and continuity in terminology. Despite the despicable theme of the trial, people still bonded together. An example that demonstrates this is the cooperation that occurred between the defendants and the interpreters. Whenever the interpreters had difficulty interpreting a particular word, the defendants would pass along notes with the English or German equivalent. And this is how the linguistic obstacles were overcome, and how simultaneous interpreting became an official profession.

Текст 10. Переведите текст, прокомментируйте по-английски особенности межкультурной коммуникации, описанные в тексте.

<https://blogs.transparent.com/korean/the-cultural-difference-between-korea-and-america/>

THE CULTURAL DIFFERENCE BETWEEN KOREA AND AMERICA

I have been living in two different worlds, between Korean and American, since I met my husband. I am a native Korean and my husband is an American. People say that it is normal for married couples to learn about their partner’s peculiarities in the beginning of marriage. I started to realize that my husband and I often think and act quite differently, especially in social settings. Despite being married to someone from another culture for over a decade, there are parts of American culture that are still foreign to me. One of these is the culture of social interaction in America, such as engaging in small talk, or smiling with eye contact. I got accustomed to this culture now, so I don’t need to think too hard on this subject. In fact, I quite often enjoy making small talk with new people in different social settings. To look back, my introverted personality might have been attributed to my social relationship skills in the beginning. There was a time that I had to put effort to feel comfortable with this culture since I didn’t grow up without a

concept of small talk culture in Korea. When I was in Seoul, I often took the subway or buses to go to school since the public transportation system of Korea is incredibly convenient and affordable. Although you would hardly find social interaction inside the subway. People usually look at their phones or doze off. People in a subway don't talk to each other, particularly if they are a younger generation. Even if you smile to someone, people might respond with a blank face. Or, it is possible that they think that you are flirting with someone. Although most people would be friendly and nice once you initiate a conversation in Korean, it can bring an unfriendly vibe to foreigners. It is not natural for most Koreans to initiate small talk with strangers in public. At least, it wasn't for me. All of this may come from different cultural values. When you look at someone straight into their eyes while in conversation, Koreans might take it as offensive. If you talk to the elderly, it is to look into their eyes while you are talking. Koreans also value less talking, believing that to be the more prudent behavior. Therefore, the culture of small talk may be perceived as being a chatty person. The other difference that I have noticed in American culture is the social value in speaking your mind freely. I think most Americans prefer to speak freely in order to have clear communication and honesty. This individuality is respected in American culture. It is a good thing to speak your mind clearly, but it can be misinterpreted as arrogance in Korean culture. For example, when a host asks you what you want to eat, most Koreans would say anything, please. It is considered to be polite not to respond with a specific demand or request. However, it is acceptable to pronounce your personal preference to a host in America. As another example, at work people would understand if you decline a company party or other social gatherings. It depends on the situation, but people at work would not likely give you a dirty look nor think you are being difficult. However, you might want to reconsider not joining a social gathering from work in Korea. It is important to participate in social gatherings at work to maintain camaraderie. The ideology of collectivism is still prevalent over individualism in Korea, even if the culture of the younger generation is leaning towards individualism. My opinions about these two different cultures may be affected by my own personal experiences and personality. Some might disagree with my opinion, but this is how I have been looking at the cultural differences in Korea and America.

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Задания для текущего контроля:

Define the underlined words, getting advantage of the helpful phrases given (development; cultivate; refined; to be distinguished from one another; a system of values; intellectual development; image; to bring to; stress; state; diversity; confusion)

1. Physical culture is important but we must not neglect the culture of the mind. 2. Universities should be centers of culture. 3. The culture of Eskimos is studied by anthropologists. 4. He is a man of considerable culture. 5. The European invaders used to think that their mission was to disseminate culture among aborigines. 6. A cultured person would never criticize other nation's traditions. 7. Corporate culture is especially important for companies operating on the international arena. 8. While speculating on world issues, we mustn't leave behind cultural differences. 9. John found life in London a bit of a culture shock at first. 10. Culturally, the city has a lot to offer.

Paraphrase the statements below, getting advantage of the vocabulary:

1. Culture means the acquainting of ourselves with the best that has been known and thought in the world. 2. Australia has its own cultural identity, which is very different from that of Britain. 3. Britain is known to be a culturally diverse society. 4. This country has a rich cultural heritage. 5. They are studying the Greek culture. 6. This course is a good opportunity for students to learn about other cultures. 7. The USA is often accused of cultural imperialism. 8. A cultural person knows a lot about music, art, theatre, etc. 9. You won't find much culture in this sleepy little town, I am afraid. 10. They enjoy cultural activities like going to the theatre and the opera. 11. The French are culturally sophisticated people. 12. Working late hours for very little money seems part of the company culture.

Answer the questions below:

a) Is it vital for you personally to study culture?

b) Have you ever been abroad?

- If "yes" - have you got a culture shock?

- If "no" - are you going to?

c) When asked to describe yourself, do you think of yourself as belonging to a particular nationality, religious, or ethnic group? If so, which ones, and why?

d) What experiences have you had that increased your sense of belonging to a particular group?

e) How has your own background influenced:

- the way you spend your holidays?

- the way you express yourself, verbally and non-verbally?

- the way you think about and relate to other groups?

- the way you choose your friends?

f) What experiences have you had with people from cultural backgrounds

different from your own concerning:

- friendships?

- social relationships?

- working relationships?

- travel contacts?

- media exposure (films, TV, etc.)?

g) Have you ever experienced any communication problem because of differences between your own and another person's cultural background?

h) What can individuals do to make communication between themselves and people of other cultural backgrounds more effective?

Contact across cultures. Problems in international business relationships are not always caused by language difficulties. Fill each of the blanks in the following text. Use one word only in each space.

Doing business with people of other nationalities involves more than learning foreign languages. There are often cultural differences _____ people of different national backgrounds. These differences sometimes complicate business relationships _____ negotiations. It _____ important to be aware _____ your own cultural tendencies as _____ as those of your business partners. The areas which we need to be aware _____ include body language, gesture, socializing, customs, attitudes _____ punctuality and dress _____ business practice. It is useful to know, _____ example, that the British _____ hands less often than other European people, that Americans _____ first names _____ often than many other nationalities and that the Japanese _____ that harmony and consensus _____ very important. We _____ find out about other cultures _____ reading and talking to _____ with experience. When we _____ other countries, it is important to _____ good observers and listeners. We _____ avoid criticizing other cultures and realize that we all have similar problems but different ways of dealing with them.

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Тестирование

A. True or False

1. Americans tend to value material possessions more than spiritual enlightenment.
2. Most Americans like formality and ritual in daily interactions.
3. Americans usually rely on themselves for help rather than asking people.
4. Americans value time and its control and are future-oriented.
5. Americans customarily collect evidence and make decisions based on their feelings.
6. The majority of Americans use indirect messages to refuse an offer.
7. Many Americans are open and share their space.
8. Most Americans are a present-oriented society.

9. Americans tend to see themselves as confident and hard-working.
10. Americans are inclined to believe in equality and free competition.
11. Americans usually believe being on time for an appointment shows respect.
12. Most Americans believe they can control their destiny by their own actions.
13. Shaking hands is important when you meet an American.
14. Many Americans like to deal with problems directly and frankly.
15. Americans usually use ambiguity to avoid conflict and loss of face.

B. Circle the most appropriate answer: a, b, c, or d.

(1) In general, Americans value most:

- a. Social recognition.
- b. Happiness.
- c. Equality.
- d. Money.

(2) Many Americans see themselves as:

- a. Modest and shy.
- b. Family members.
- c. Formal and ritualistic.
- d. Created equal to others.

(3) Other cultures may see Americans as:

- a. Victimized by war time.
- b. Reliant on their families for help.
- c. Group-oriented.
- d. Ignorant about other cultures.

(4) When writing to an American company, it is very important to:

- a. Reference your source.
- b. Start your letter with a flattering introduction about your company president.
- c. Have your letter signed by your company director and president.

d. Be specific on the purpose of the letter.

(5) In a business introduction to an American he may ask you to call him by his first name because:

- a. He is not interested in business.
- b. He likes harmony in discussion.
- c. His last name may be hard to pronounce,
- d. He wants to be comfortable and move into an informal stage of business discussion.

(6) When talking with an American business partner on the phone, it is common for him to ask you first about:

- a. Your family health.
- b. Your financial situation.
- c. When you are planning to visit him.
- d. How you are doing.

(7) Mr Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:

- a. Invite his American friend for dinner.
- b. Expect that his American friend will invite him to the bar.
- c. Consider it as just a friendly comment.
- d. Stop by his house to have a drink.

(8) American business meetings usually start with:

- a. Discussion of the past weekend's baseball game.
- b. Formal agenda and tasks to be accomplished.
- c. Period of harmony.
- d. Introduction about everyone's past work experience.

(9) In American business meetings you are expected to:

- a. Wait until the end and state firmly your position.
- b. Talk about how it is difficult to get to the meeting.
- c. Maintain group harmony and do not ask embarrassing questions.
- d. Express your ideas openly and rationalise them aggressively.

(10) At the end of an American business meeting the participants may:

- a. All go to the cafeteria to have a drink.
- b. Write a conclusion and/or action plan with specific responsibilities and dates.
- c. Conduct behind-the-scene discussions to change the conclusion.
- d. Apologise to each other for any confrontations they had during the meeting.

(11) Working under an American supervisor you should:

- a. Be polite and not interrupt his instructions.
- b. Not let him know that you did not understand.
- c. Hide your mistakes until he discovers them.
- d. Maintain ongoing honest communication about work problems and progress.

(12) If you are having family problems, your American supervisor is probably expected to:

- a. Listen to you just as he would to a friend.
- b. Discuss it with you and make a plan of action to solve the problem.
- c. Give you a week's vacation to solve the problem.
- d. Visit your home and discuss the problems.

(13) Your American co-worker has invited you to play tennis with him for the second time in a month. This could mean that:

- a. You are now his close friend.
- b. You can talk with him about your problems with your family.
- c. He expects you to solve the technical problem he has at work.
- d. He just enjoys playing tennis with you.

(14) You are working hard to finish your project. Your American coworker is sitting down reading the newspaper. He might:

- a. Come very close and look at what you are doing.
- b. Bring you a cup of coffee to keep you awake.
- c. Try to help you only if you asked him.
- d. Ask you to stop working and join him to go to the movies.

(15) Most American companies will start marketing a product when it:

- a. Is in a prototype stage.
- b. Is on the drawing board.

- c. Is on the shelf ready for the customers.
- d. Has passed the quality control test.

(16) An American leaves the office telling his foreign co-worker, "Let's get together this week". The foreign worker should:

- a. Invite the American to his house for a homemade dinner.
- b. Expect the American to invite him for dinner at his house.
- c. Expect the American to invite him to play tennis with him.
- d. Accept it as a friendly comment.

(17) Many Americans are inclined to feel confident that they can accomplish many tasks because:

- a. They possess a strong infrastructure to complete the task.
- b. They like to work hard day and night.
- c. They believe nature and God will help them.
- d. They can depend on other people to help them.

(18) During his performance appraisal, an American employee might:

- a. Agree fully with his manager's evaluation.
- b. Defend his performance and justify his actions.
- c. Ask his managers to write down his future goals.
- d. Not ask questions about his next promotion or salary increase.

(19) An American will almost always arrive on time for business appointments because:

- a. He will want to relax for a while.
- b. He wants to get the sale.
- c. He shows respect for the host's time.
- d. He has a lot of spare time.

(20) You are travelling on an American bus. Beside you is an American. You should:

- a. Greet him.
- b. Ask where he is going.
- c. Introduce yourself.

d. Just sit quietly.

(21) You meet an American friend in the hallway who says, "How are you?" You should:

- a. Stop and shake hands with him.
- b. Tell him, "Just fine", and continue walking.
- c. Tell him about problems you have with your family.
- d. Look at him and keep going.

(22) Your co-worker called you on the phone and asked, "How are you doing?" You should:

- a. Say, "OK, thank you".
- b. Explain to him how hard it is to work under pressure.
- c. Discuss with him your family problems.
- d. Ask him if he has time to listen to a detailed reply.

(23) You have completed a business transaction with an American firm.

You expect your American businessman will:

- a. Write you to thank you for the business.
- b. Become your friend and invite you to play -tennis or golf.
- c. Send you a New Year's card every year.
- d. Call again for more business.

(24) You are at a business luncheon.

You have been approached by an American businessman. He introduces himself and exchanges cards with you. He will probably:

- a. Give a detailed presentation of his company.
- b. Keep talking with you until lunch time.
- c. Excuse himself to meet more people.
- d. Ask about your family.

(25) Frequently major decisions in American companies are made based on:

- a. Employee services and interests.
- b. Middle line managers' recommendations.
- c. First line management.

d. Top executives' vision and market data.

(26) You are on a training assignment in a US company. You should:

- a. Introduce yourself to all department personnel
- b. Get permission from your supervisor every time you leave the office
- c. Learn to depend on yourself to solve your problems
- d. Try to establish harmony within your group.

(27) This is your first week of training in an American company. Your department secretary seems very friendly and helpful. She may be:

- a. Expecting you to invite her to your country
- b. Doing her job
- c. Interested in going out to dinner with you
- d. Expecting you to bring her some flowers.

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Вопросы экзамена

Образец билета.

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ
ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ
ИНКЛЮЗИВНОГО ВЫСШЕГО ОБРАЗОВАНИЯ

МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ГУМАНИТАРНО-ЭКОНОМИЧЕСКИЙ УНИВЕРСИТЕТ

Направление подготовки: 45.04.02 Лингвистика

Дисциплина: Практикум по межкультурной коммуникации (первый иностранный язык)

Экзаменационный билет № 1.

1. Speak on the topic: "Definition of culture."
2. Speak on the topic «Cultural differences».

Темы для собеседования:

1. The main cultural differences.
2. Definition of culture.
3. Types of culture.
4. Communication does not necessarily result in understanding.
5. Cultural integration is vital to language learners.
6. The role of small talk and relationship building in communication process.
7. Dos and Don'ts when dealing with people from the USA.
8. Dos and Don'ts when dealing with people from the UK.
9. Dos and Don'ts when dealing with people from Japan,
10. Dos and Don'ts when dealing with people from China,
11. Dos and Don'ts when dealing with people from Mideast,
12. Dos and Don'ts when dealing with people from Africa.
13. A list of dos and don'ts when dealing with Koreans.
14. Comment on the following: "There are no foreign lands, only the traveller is foreign."
15. Standard way of doing things in various cultures.
16. Racial prejudice in national stereotypes.
17. Stereotypes contain a certain amount of truth.
18. National character.
19. National prejudices.

20. National stereotypes.
21. The reason stereotypes exist
22. Stereotypes about other nationalities.
23. Stereotypes can be helpful in doing business.
24. A businessman shouldn't be prejudiced against a certain nation.
25. Stereotypes are insulting.
26. Stereotypes are based on prejudices.
27. American culture is becoming global.
28. American identity
29. British identity
30. Japanese identity
31. Chinese identity
32. Russian identity.
33. American business culture.
34. Adapting to foreign culture when doing business with foreigners.
35. "When in Rome, do as the Romans do."
36. Intercultural training confirms stereotypes.

Контролируемые компетенции: ОК-3; ОПК-3, 9,10; ПК- 28, 30

Оценка компетенций осуществляется в соответствии с Таблицей 4.

Кафедра романо-германских языков
(наименование кафедры)

Составитель: д.и.н., проф., профессор кафедры романо-германских языков Репко С.И.
(подпись)

«__» _____ 20__ г.

Утверждено на заседании кафедры романо-германских языков от «__» _____ 20__ г.
Протокол № ____

Зав. кафедры романо-германских языков

С. Казиахмедова