


ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ
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ИНКЛЮЗИВНОГО ВЫСШЕГО ОБРАЗОВАНИЯ
«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ГУМАНИТАРНО-ЭКОНОМИЧЕСКИЙ
УНИВЕРСИТЕТ»

КАФЕДРА РОМАНО-ГЕРМАНСКИХ ЯЗЫКОВ

УТВЕРЖДАЮ

Проректор по учебно-методической работе


Е.С. Сахарчук

«27» апреля 2022 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ
ПО ДИСЦИПЛИНЕ**

**ИНОСТРАННЫЙ ЯЗЫК В ПРОФЕССИОНАЛЬНОЙ
КОММУНИКАЦИИ**

образовательная программа направления подготовки
39.04.01 Социология

Направленность (профиль)

Современные методы и технологии анализа социальных проблем

Москва 2022

Разработчик: МГГЭУ, д.и.н., профессор кафедры романо-германских языков


Подпись

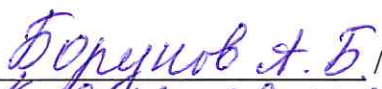
Репко С.И. «5» 04 2022 г.
Ф.И.О. Дата

Фонд оценочных средств рассмотрен и одобрен на заседании кафедры романо-германских языков
(протокол № 8 от «07» апреля 2022 г.)

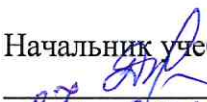
на заседании Учебно-методического совета МГГЭУ
(протокол № 1 от «27» апреля 2022 г.)

СОГЛАСОВАНО:


Представитель работодателя
или объединения работодателей


к.ф.и.н., зам. директора
по УВЗ РТБОУ «Школа 2704 на
"Старанке"
«07» апреля 2022 г.

Начальник учебно-методического управления


И.Г. Дмитриева
«27» апреля 2022 г.

Начальник методического отдела


Д.Е. Гапеев
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и.о. Декан факультета


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«27» апреля 2022 г.

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1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «Иностранный язык в профессиональной коммуникации»

Таблица 1 - Перечень компетенций, формируемых в процессе освоения дисциплины

Код Компетенции	Наименование результата обучения
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия
УК-5	Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия

Конечными результатами освоения дисциплины являются сформированные когнитивные дескрипторы «знать», «уметь», «владеть», расписанные по отдельным компетенциям. Формирование дескрипторов происходит в течение всего семестра по этапам в рамках контактной работы, включающей различные виды занятий и самостоятельной работы, с применением различных форм и методов обучения.

2. ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ¹

Таблица 2

№	Наименование оценочного средства	Характеристика оценочного средства	Представление оценочного средства в ФОС
1	Устный опрос	Средство контроля усвоения учебного материала темы, раздела или разделов дисциплины, организованное в виде собеседования преподавателя с обучающимися. Целью оценочного средства является получение от учащихся ответов на заранее сформулированные вопросы.	Вопросы по темам/разделам дисциплины
2	Проект (доклад, сообщение, презентация)	Продукт самостоятельной работы студента, представляющий собой публичное выступление по представлению полученных результатов решения определенной учебно-практической темы. Презентация сопровождается демонстрацией слайдов на экране.	Вопросы по темам/разделам дисциплины
3	Решение разноуровневых задач (заданий)	Задачи и задания творческого уровня, позволяющие оценивать и диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект разноуровневых задач (заданий)
4	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.	Тестовые задания

3. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ

Оценивание результатов обучения по дисциплине Иностранный язык в профессиональной коммуникации осуществляется в соответствии с Положением о текущем контроле успеваемости и промежуточной аттестации обучающихся.

Предусмотрены следующие виды контроля: текущий контроль (осуществление контроля всех видов аудиторной и внеаудиторной деятельности обучающегося с целью получения первичной информации о ходе усвоения отдельных элементов содержания дисциплины) и промежуточная аттестация (оценивается уровень и качество подготовки по дисциплине в целом).

Показатели и критерии оценивания компетенций, формируемых в процессе освоения данной дисциплины, описаны в табл. 3.
Таблица 3.

Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий ² , работы, формы и методы обучения, способствующие формированию и развитию компетенций ³	Контролируемые разделы и темы дисциплины ⁴	Оценочные средства, используемые для оценки уровня сформированности компетенции ⁵	Критерии оценивания результатов обучения
УК-4	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-4. 3-1. Знает понятийный аппарат переводоведения	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не знает принципы и методы лингвистического анализа текста/дискурса; не имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-4. 3-1. Знает понятийный аппарат переводоведения	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Частично знает принципы и методы лингвистического анализа текста/дискурса; имеет представление об особенностях современного этапа и истории развития изучаемых языков.
	Средний	УК-4. 3-1.	Практические занятия	Business Culture	Тестовые задания,	В основном знает

² Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

³ Необходимо указать активные и интерактивные методы обучения (например, интерактивная лекция, работа в малых группах, методы мозгового штурма и т.д.), способствующие развитию у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.

⁴ Наименование темы (раздела) берется из рабочей программы дисциплины.

⁵ Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

«Знать» – собеседование, коллоквиум, тест...

«Уметь», «Владеть» – индивидуальный или групповой проект, кейс-задача, деловая (ролевая)

игра, портфолио...

уровень Оценка «зачтено», «хорошо»	Знает понятийный аппарат переводоведения		Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	устный опрос, выполнение проектов, решение разноуровневых задач	принципы и методы лингвистического анализа текста/дискурса; имеет представление об особенностях современного этапа и истории развития изучаемых языков.
Высокий уровень Оценка «зачтено», «отлично»	УК-4.3-1. Знает понятийный аппарат переводоведения	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В совершенстве знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.
Умеет					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-4.3-1. Уметь: производить перевод в сфере профессиональной коммуникации	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не умеет проводить перевод в сфере профессиональной коммуникации
Базовый уровень Оценка, «зачтено»,	УК-4.3-1. Уметь: производить перевод в	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories	Тестовые задания, устный опрос, выполнение проектов, решение	Частично умеет производить перевод в сфере

	«удовлетворительно»	сфере профессиональной коммуникации		Microsociology Group dynamics Group behavior	разноуровневых задач	профессиональной коммуникации
	Средний уровень Оценка «зачтено», «хорошо»	УК-4.3-1. Уметь: производить перевод в сфере профессиональной коммуникации	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В основном умеет проводить перевод в сфере профессиональной коммуникации
	Высокий уровень Оценка «зачтено», «отлично»	УК-4.3-1. Уметь: производить перевод в сфере профессиональной коммуникации	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В совершенстве умеет проводить перевод в сфере профессиональной коммуникации
Владеет						
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-4.3-1. Владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не владеет переводческими навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации

		этапа и истории развития изучаемых языков.				
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-4.3-1. Владеет переводческим и навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Частично владеет переводческими навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации	
Средний уровень Оценка «зачтено», «хорошо»	УК-4.3-1. Владеет переводческим и навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В основном владеет переводческими навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации	
Высокий уровень Оценка	УК-4.3-1. Владеет	Практические занятия	Sociological social psychology history Foundational concepts	Тестовые задания, устный опрос, выполнение проектов,	В совершенстве владеет	

	«зачтено», «отлично»	переводческим и навыками и умениями в области письменного и устного перевода в сфере профессиональ ной коммуникации		Sociology theories Microsociology Group dynamics Group behavior	решение разноуровневых задач	переводческими навыками и умениями в области письменного и устного перевода в сфере профессиональной коммуникации
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Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий ⁶ , работы, формы и методы обучения, способствующие формированию и развитию компетенций ⁷	Контролируемые разделы и темы дисциплины ⁸	Оценочные средства, используемые для оценки уровня сформированности компетенции ⁹	Критерии оценивания результатов обучения
УК-5	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-53-1. Знает сущность предлагаемых теорией перевода важнейших подходов к решению практических проблем перевода	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не знает сущность предлагаемых теорией перевода важнейших подходов к решению практических проблем перевода
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-53-1. Знает сущность предлагаемых теорией перевода важнейших подходов к решению практических	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Частично знает сущность предлагаемых теорией перевода важнейших подходов к решению практических проблем перевода

⁶ Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

⁷ Необходимо указать активные и интерактивные методы обучения (например, интерактивная лекция, работа в малых группах, методы мозгового штурма и т.д.), способствующие развитию у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.

⁸ Наименование темы (раздела) берется из рабочей программы дисциплины.

⁹ Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

«Знать» – собеседование, коллоквиум, тест...

«Уметь», «Владеть» – индивидуальный или групповой проект, кейс-задача, деловая (ролевая)

игра, портфолио...

		проблем перевода				
Средний уровень Оценка «зачтено», «хорошо»	УК-53-1. Знает сущность предлагаемых теорий перевода важнейших подходов к решению практических проблем перевода	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В основном знает сущность предлагаемых теорией перевода важнейших подходов к решению практических проблем перевода	
Высокий уровень Оценка «зачтено», «отлично»	УК-53-1. Знает сущность предлагаемых теорий перевода важнейших подходов к решению практических проблем перевода	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В совершенстве знает сущность предлагаемых теорией перевода важнейших подходов к решению практических проблем перевода	
Умеет						
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-53-1. Умеет преодолевать типичные трудности перевода профессиональ	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не умеет преодолевать типичные трудности перевода профессионально-ориентированного текста	

		но-ориентированного текста				
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-53-1. Умект преодолевать типичные трудности перевода профессионально-ориентированного текста	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Частично умеет преодолевать типичные трудности перевода профессионально-ориентированного текста	
Средний уровень Оценка «зачтено», «хорошо»	УК-53-1. Умект преодолевать типичные трудности перевода профессионально-ориентированного текста	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В основном умеет преодолевать типичные трудности перевода профессионально-ориентированного текста	
Высокий уровень Оценка «зачтено», «отлично»	УК-53-1. Умект преодолевать типичные трудности перевода	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В совершенстве умеет преодолевать типичные трудности перевода профессионально-ориентированного	

	профессионально-ориентированного текста				текста
Владеет					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-53-1. Владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Не владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-53-1. Владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	Частично владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта
Средний уровень Оценка «зачтено»,	УК-53-1. Владеет понятийным аппаратом	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories	Тестовые задания, устный опрос, выполнение проектов, решение	В основном владеет понятийным аппаратом современной

	«хорошо»	современной лингвистической теории перевода как средством рефлексии переводческого опыта		Microsociology Group dynamics Group behavior	разноуровневых задач	лингвистической теории перевода как средством рефлексии переводческого опыта .
	Высокий уровень Оценка «зачтено», «отлично»	УК-53-1. Владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта	Практические занятия	Sociological social psychology history Foundational concepts Sociology theories Microsociology Group dynamics Group behavior	Тестовые задания, устный опрос, выполнение проектов, решение разноуровневых задач	В совершенстве владеет понятийным аппаратом современной лингвистической теории перевода как средством рефлексии переводческого опыта

4. Методические материалы, определяющие процедуры оценивания результатов обучения

Входное тестирование –

Try to answer all questions. There is one mark per question. Write your answers a, b, c or d in the space.

1. Examples of people that was considered great at verbal communication.
a. Joe Biden b. Ronald Reagan c. Jimmy Carter d. Barak Obama
2. _____ is a non-verbal form of communication.
a. Internet b. radio c. smile d. music
3. _____ customarily kiss a business associate on both cheeks in greeting instead of shaking hands.
a. Chinese b. Germans c. Americans d. Swedes
4. To walk arm in arm for female colleagues in _____ signify a personal business relationship.
a. Britain b. America c. Germany d. Russia
5. Korean business conglomerate like Samsung and Hyundai are referred to as _____.
a. giants b. pyramids c. enigma d. Chaebols
6. Samsung has formed its corporate _____ and the management styles.
a. business b. management c. culture d. style
7. Does the lack of _____ understanding matter for foreign staff turnover in Samsung?
a. business b. management c. effective d. cultural
9. Foreign employees in Korean chaebols have difficult time due to _____ differences.
a. age b. education level c. culture d. ethnic
9. Foreign staffs would take double burdens from both national culture differences and unique corporate _____ when working for Korean chaebols.
a. management b. peculiarity c. cultures d. style
10. Hofstede defines culture as «mental programming» corresponds to a much broader use of the word that is common among sociologists and _____.
a. historians b. managers c. professors d. anthropologists
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 the restaurant to dinner with you.
 - b. Doing her job
 - c. Interested to start relations with you.
 - d. Expecting you to bring her some flowers or a small present.
28. Americans tend to value _____ more than spiritual enlightenment.
- a. money b. private house c. material possessions d. private yacht
29. Most Americans like _____ in daily interactions.
- a. energy and honesty b. frankness c. formality and ritual d. informality
30. Americans usually rely on _____ for help rather than asking people.
- a. Internet d. themselves c. others d. foreigners
31. Americans value time and its control and are _____.
- a. money-oriented b. dollar-oriented c. future-oriented d. family-oriented
32. Americans customarily collect evidence and make decisions based on their _____
- a. calculations b. prognosis c. feelings d. findings
33. The majority of Americans use _____ to refuse an offer.
- a. letters b. direct messages c. indirect messages 4. code words
34. Many Americans are open and share their _____.
- a. money b. wealth c. optimism d. space.
35. Most Americans are a _____ oriented society.
- a. present b. money c. future d. past
36. Americans tend to see themselves as confident and _____.
- a. pessimistic b. optimistic c. money oriented d. hard-working
37. Americans are inclined to believe in _____
- a. fate d. future hardships c. free competition d. free elections
38. Americans usually believe being on time for an appointment shows _____.
- a. contempt b. respect c. doubts d. unpertainty
39. Most Americans believe they can control their destiny by their
- a. army b. NAVY c. special operations d. own actions.
40. Shaking hands is important when you meet _____.
- a. a gentleman b. a professional c. a Chinese d. an American.
41. Many Americans like to deal with _____ directly and frankly.
- a. money issues b. foreigners c. local population d. problems
42. Americans use _____ to avoid conflict and loss of face.
- a. special operations b. ambiguity c. color revolutions d. credit cards
43. Physical _____ is important but we must not neglect the culture of the mind.

- a. strength b. exercises c. abilities d. culture
44. Americans believe that universities should be centers of _____.
- a. information b. knowledge c. intellectual power d. culture
45. The culture of Eskimos is studied by _____.
- a. historians b. culturologists c. socioloigists d. anthropologists.
46. The European invaders used to say that their mission was to disseminate _____ among aborigines.
- a. religion b. information c. law d. culture
47. A cultured person would never criticize other nation's _____.
- a. habits b. traditions c. way of life d. political system
48. Corporate culture is especially important for companies operating _____.
- a. in China b. in Germany c. in Italy d. on the international arena.
49. While speculating on world issues, we mustn't leave behind _____.
- a. geopolitics b. cultural differences c. geostrategy d. money issues
50. Song Liehua found life in London a bit of _____ at first.
- a. a culture shock b. enigmatic problem c. interesting code d. corrupt experience
51. Culturally, the city has a lot _____.
- a. to offer b. to loan c. give d. divide
52. Culture means the acquainting of ourselves with the best that has been known and thought
- a. in America b. in Britain c. in the West d. in the world.
53. Australia has its own cultural identity, which is very different from that of
- a. the rest of the world b. Britain c. Europe d. South East Asia.
54. Britain is known to be a _____ society.
- a. sophisticated b. culturally diverse c. normal d. nice
55. This country has a rich _____ heritage.
- a. cultural b. historical c. ancient d. modern
56. Cross cultural communication course studies the Greek _____.
- a. culture b. history c. phenomenon d. peculiarities
57. Cross cultural communication course is a good opportunity for students to learn about other _____.
- a. territories b. countries c. cultures d. cities
58. The USA is often accused of cultural _____.
- a. aggression b. imperialism c. dominance d. diversity
59. A _____ person knows a lot about music, art, theatre, etc.
- a. modern b. cultural c. vise d. normal
60. You won't find much _____ in this sleepy little town, I am afraid.
- a. wealth b. money c. culture d. time
61. They enjoy _____ activities like going to the theatre and the opera.
- a. energetic b. cultural c. sophisticated d. rare
62. The French are _____ sophisticated people.
- a. historically b. very c. not d. culturally
63. Working late hours for very little money seems part of the company _____.
- a. way of life b. tradition c. style d. culture
64. Culture shock is a _____ phenomenon.
- a. abnormal b. rare c. usual d. psychological
65. When asked to describe yourself, do you think of yourself as belonging to a particular group?
- a. ethnic b. cultural c. religious d. age
66. What experiences have you had that increased your sense of belonging to a particular group?
67. How has a person`s background influenced:

- a. the way a person spends his holidays
 - b. the way a person express himself, verbally and non-verbally
 - c. the way a person thinks about and relate to other groups
 - d. the way a person chooses his friends?
68. What makes a person`s cultural backgrounds different from his previous stereotypes?
- a. friendships b. social relationships c. travel contacts d. Internet, films, TV, newspapers
69. Globalization means that there is now one _____culture everywhere in the world.
- a. English b. American c. business d. Chinese
70. If they want to do business with me, then they'll have to adapt to my _____.
- a. habits b. traditions c. timetable d. culture
71. "When in Rome, do as the _____ do."
- a. locals b. Romans c. Italians d. Latin`s
72. It's _____ to generalize about cultures.
- a. possible b. natural c. impossible d. abnormal
73. Intercultural training just confirms _____.
- a. cultural differences b. stereotypes c. traditions d. psychological peculiarities
74. Today I'm dealing with the Americans, tomorrow with a group from Japan. I can't possibly learn all I need to know about all the _____ I have to deal with.
- a. customs b. traditions c. ethnic stereotypes d. cultures
75. What I need when I go abroad is a list of _____.
- a. dos and don'ts b. ethnic stereotypes c. national traditions d. national holidays
76. Problems in international business relationships are not always caused by
- a. traditions d. culture peculiarities c. business models d. language difficulties
77. Doing business with people of other nationalities involves more than learning foreign languages. There are often _____.
- a. religious differences b. cultural differences c. different national backgrounds d. different business models.
78. During business negotiations we need to be aware of _____.
- a. customs b. attitudes c. socializing d. body language
79. The _____ shake hands less often than other European people.
- a. French b. Spanish c. Germans d. Englishmen
80. Americans use first names more often than many other nationalities.
- a. Russians b. Chinese c. Japanese d. Americans
81. The _____ consider that harmony and consensus in business communications are very important.
- a. Americans b. Englishmen c. Spanish d. Japanese
81. When we visit other countries, it is important to ____ good observers and listeners.
- a. use information of
 - b. use business models of
 - c. use manuals on cross cultural communications of
 - d. use textbooks of
82. We should avoid criticizing other cultures and realize that we all have similar problems but different _____ of dealing with them.
- a. Customs b. traditions c. habits d. ways
83. Name an example of high context culture.
- a. American b. Japanese c. Latin d. Korean
84. Name the example of low context culture
- a. Russian b. British c. German d. Greek
85. All of the information can be lost in translation using basic English except:
- a. cultural sensitivity b. nuances c. codified rules d. style

86. Cross cultural communication deals with exchange information between people belonging to different _____.
- classes
 - professions
 - backgrounds
 - cultures
87. The same gestures used by the Americans mean different things to _____.
- English
 - German
 - Swiss
 - Japanese
88. _____ consider punctuality very important.
- Arabs
 - English
 - Spanish
 - Japanese
89. Time is not of great importance in _____.
- Britain
 - Japan
 - Latin America
 - USA
90. _____ use hand to point on an object and don't use finger.
- Japanese
 - Americans
 - Englishmen
 - Spanish
91. In general, Americans value most:
- Social recognition.
 - Happiness.
 - Equality.
 - Money.
92. Many Americans see themselves as:
- Modest and shy.
 - Family members.
 - Formal and ritualistic.
 - Created equal to others.
93. Other cultures may see Americans as:
- Victimized by economic crisis.
 - Reliant on their families for help.
 - Group-oriented.
 - Ignorant about other cultures.
94. When writing to an American company, it is very important to:
- Reference your source.
 - Start your letter with a flattering introduction about your company president.
 - Have your letter signed by your company director and president.
 - Be specific on the purpose of the letter.
95. In a business introduction to an American he may ask you to call him by his first name because:
- He is not interested in business.
 - He likes harmony in discussion.
 - His last name may be hard to pronounce,
 - He wants to be comfortable and move into an informal stage of business discussion.
96. When talking with an American business partner on the phone, it is common for him to ask you first about:
- Your family health.
 - Your financial situation.
 - When you are planning to visit him.
 - How you are doing.
97. Mr. Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:
- Invite his American friend for dinner.
 - Expect that his American friend will invite him to the bar.
 - Consider it as just a friendly comment.
 - Stop by his house to have a drink.
98. American business meetings usually start with:
- Discussion of the past weekend's baseball game.
 - Formal agenda and tasks to be accomplished.
 - Period of harmony.
 - Introduction about everyone's past work experience.
99. In American business meetings you are expected to:
- Wait until the end and state firmly your position.
 - 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 rationalize them aggressively.
100. 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. Apologize to each other for any confrontations they had during the meeting.

Контролируемые компетенции: УК-4, УК-5

Оценка компетенций осуществляется в соответствии с таблицей 3.

Тематика проектов (доклад, презентация)

По данному курсу предусмотрено выполнение проекта, представленного в виде презентации Power Point. Студент самостоятельно выбирает тему проекта и готовит презентацию, по окончании которой проводится дискуссия. Примерный перечень тем:

1. Business Etiquette.
2. Netiquette.
3. Business Communication.
4. In house staff.
5. A freelancer.
6. Industries in our region.
7. Business correspondence.
8. Business correspondence in the UK.
9. Applying for a job in the USA.
10. Cross cultural communication in Business English.
11. Applying for a job.
12. What makes a business leader strong and powerful?
13. The career in business.
14. Time and time anagement.
15. How to hold a meeting.
16. Negotiations.

Контролируемые компетенции: УК-4, УК-5

Оценка компетенций осуществляется в соответствии с Таблицей 3.

Разноуровневые задачи

<https://www.pewforum.org/2020/10/04/faith-on-the-hill/>

When it comes to religious affiliation, the 116th U.S. Congress looks similar to the previous Congress but quite different from Americans overall. While about a quarter (26%) of U.S. adults are religiously unaffiliated – describing themselves as atheist, agnostic or “nothing in particular” – just one member of the new Congress (Sen. Kyrsten Sinema, D-Ariz.) identifies as religiously unaffiliated (0.2%). Nearly nine-in-ten members of Congress identify as Christian (88%), compared with two-thirds of the general public (65%). Congress is both more heavily Protestant (55% vs. 43%) and more heavily Catholic (30% vs. 20%) than the U.S. adult population overall. Members of Congress also are older, on average, than U.S. adults overall. At the start of the 116th Congress, the average representative was 57.6 years old, and the average senator was 62.9 years old.¹ Pew Research Center surveys have found that adults in that age range are more likely to be Christian than the general public (74% of Americans ages 50 to 64 are Christian, compared with 65% of all Americans ages 18 and older). Still, Congress is more heavily Christian even than U.S. adults ages 50 to 64, by a margin of 14 percentage points. Over the last several Congresses, there has been a marked increase in the share of members who identify themselves

simply as Protestants or as Christians without further specifying a denomination. There are now 96 members of Congress in this category (18%).

2

<https://www.quora.com/What-are-the-criticisms-of-Maslows-Hierarchy-of-Needs>

Although in 2020, people still focus on Maslow's Pyramid of Needs because "in some ways, Maslow's ideas were brilliant». Some later research and theory has supported them to some degree. For example, Maslow was rebelling against the traditional Behaviorist assumption that there were only a few primary motives (such as hunger and thirst). I personally liked the concept of self-actualization as it permitted me to create my own individualized motivation and envisioned goal in life, no matter the mix in culture, gender, marital status, etc. Now for the eventual criticisms. Although some of the levels in theory had some support in research, further detailed research devised a restructured pyramid. Although not often taught in colleges, Maslow believed that there were independent motivational systems involved in the desire for love, and the need for esteem, and that these were not directly connected to the basic physiological needs. Later research in neuroscience and evolutionary biology has supported this idea. The negative: Maslow's hierarchy didn't fit more precise 2011 research in evolution. Douglas Kenrick's team of ASU, found the need to do away with all that "fluffy human-potential" thinking and replaces it with the brute certainties of research in evolutionary psychology: One of the rare situations I prefer fluffy.. allowing me a place in evolution. The needs from bottom to top: 1. Immediate psychological needs 2. Selfprotection 3. Affiliation 4. Status esteem 5. Mate acquisition 6. Mate retention 7. Parenting.

3

<https://www.bbc.com/news/magazine-23902918>

In the second half of the 20th Century, bosses began to realize that employees' hopes, feelings and needs had an impact on performance. In 1960, Douglas McGregor published a best-seller *The Human Side of Enterprise*, which contrasted traditional managerial styles with a people-centred approach inspired by Maslow. Some managers began to move away from a purely "transactional" contract with a company's staff, in which they received money in exchange for doing a job, to a complex "relational" one, where a company offered opportunities for an individual to feel fulfilled, but expected more in return. President and CEO of Hanover Insurance Bill O'Brien said: "Our traditional organizations are designed to provide for the first three of Maslow's hierarchy of human needs. Since these are now widely available to members of industrial society our organizations do not provide significantly unique opportunities to command the loyalty and commitment of our people." According to Dr. Kenrick, the appeal of Maslow's hierarchy can be explained by the fact that it reflects a pattern of growth we observe in children. "I have a child who is six years old and I noticed that when he was an infant he couldn't care less about public opinion," Kenrick says. "In kindergarten he started to worry about making friends but he didn't really care about getting respect from those people. And now he's in the first grade and you can see he's beginning to think about his friends' opinions and what status they hold him in." Kenrick also thinks the longevity of the hierarchy of needs can be explained by the pyramid which came to represent it, and which "captures a complicated idea in a very simple way". Maslow's theories have many supporters today, including US hotelier and business guru Chip Conley.

4

<https://news.gallup.com/opinion/gallup/328250/looking-back-... .aspx>

U.S. Leadership Remains Unpopular Worldwide. After tumbling to a record-low 30% during the first year of Trump's presidency, the image of U.S. leadership was not much better in the third

year of his term. The median global approval rating for U.S. leadership across 135 countries and areas edged up to 33% in 2019. In Gallup's latest update from 29 countries in 2020, President-elect Joseph Biden is inheriting a battered U.S. image abroad when he takes office later this month. Overall, the world grew less accepting of migrants between 2016 and 2019, according to Gallup's latest update of its Migrant Acceptance Index. The global score on the index, which gauges people's acceptance of migrants based on increasing degrees of personal proximity to migrants, declined from 5.34 to 5.21. Canadians were the most accepting of migrants, while Americans were the sixth-most accepting population worldwide. Gallup found that about 13% women aged 18 to 60 worldwide are unmarried and have children (sub-Saharan Africa - 32%, Latin America - 24%). Most of the World Remains Confident in Police. Nearly seven in 10 people worldwide said they felt safe walking alone at night where they live (69%) and are confident in their local police (69%). While Gallup's surveys on people's perceptions of their own security were collected before the pandemic, the results provide a baseline for how the world was primed to respond to the challenges that surfaced in 2020, including those related to law enforcement in the U.S. and elsewhere.

5

<https://www.ipsos.com/en/global-weight-and-actions>

A new global study carried out across 30 countries, finds 45% of people globally say that they are currently trying to lose weight. This figure increases to two-thirds (60%) of people in Chile who are trying to lose weight and more than 50% in Spain, Peru, Saudi Arabia, Singapore and the USA. For those looking to lose weight just over half (52% globally) would exercise more and eat more healthily, but not diet to achieve their goal. However, 4 in 10 (44%) did say that they would take action to reduce their food intake. About two-thirds of those looking to lose weight in Argentina, Chile, Mexico and the Netherlands would eat more healthily, but not diet. In China, three quarters (77%) of people looking to lose weight would use exercise to help them help with weight loss. After exercise, healthy eating and dieting, 38% of those trying to lose weight globally would drink fewer sugary drinks (this increases to more than 50% in Hungary, Malaysia and South Africa). 15% globally say they would drink less alcohol. Reducing alcohol intake (for those looking to lose weight) increases to about a quarter of the population in Great Britain (25%), Australia (23%), Belgium (23%), South Korea (25%), Russia (26%) and South Africa (24%). Sugar (62%) is the main factor that people globally would look to reduce or eliminate from their diet in order to help with weight loss. This is followed by calories (41%). For those actively looking to lose weight, two-thirds of people globally say that sugar is the factor in their diet that they would try to reduce or eliminate to help with weight loss. This percentage increases to more than 70% in Hungary, Malaysia, Poland, Russia, Turkey and South Africa.

6

<https://news.gallup.com/opinion/gallup/328490/gallup-global-leadership-update.aspx>

As data continue to pour in from Gallup's 2020 surveys across the globe, in October 2020, approval ratings of U.S. leadership are still tracking lower than they have at most points in the past decade. Across 60 countries and areas surveyed during the last year of Donald Trump's presidency, median approval of U.S. leadership stands at 22%. The highest global rating for U.S. leadership during the Trump administration was 33% in 2019. While generally unpopular across much of the world and among key allies, U.S. leadership did find favor among the majority of the population in seven of the 60 countries: Dominican Republic (66%), Cameroon (62%), Georgia (61%), Zambia (56%), Albania (56%), the Philippines (55%) and Uganda (53%). U.S. leadership garners the lowest approval ratings in Germany (6%), Iran (6%) and Iceland (5%). The global picture of the image of U.S. leadership during the last year of the Trump presidency is becoming somewhat clearer as President-elect Joe Biden prepared to take office. But until all

of Gallup's 2020 fieldwork is complete in a few months, it is still too early to say that the U.S. will see its worst ranking in the history of Gallup's World Poll. However, the picture that has emerged thus far makes the foreign policy headwinds that Biden faces as he takes the helm that much more obvious. Further, Gallup collected these data before the violent protests at the U.S. Capitol, which likely will only make the challenge of restoring the U.S. reputation abroad even tougher.

7

<https://news.gallup.com/opinion/gallup/328250/looking-back-world-2020-forward-2021.aspx>

World Risk Poll Reveals Global Threat From Climate Change: The majority of people globally believe climate change poses a threat to the next generation in their countries. More than four in 10 (41%) people interviewed for the Lloyd's Register Foundation World Risk Poll in 2019 said that climate change poses a "very serious" threat to people in their countries in the next 20 years, and another 28% said it poses a "somewhat serious" threat. About one in eight (13%) said it was "not a threat at all." 750 Million Struggling to Meet Basic Needs With No Safety Net: About one in seven of the world's adults -- or about 750 million people -- fall into the Basic Needs Vulnerability Index's "High Vulnerability" group, which means they are struggling to afford either food or shelter, or struggling to afford both, and don't have friends or family to count on if they were in trouble. Globally at least some adults in every country fall into the High Vulnerability group. Internet Access was at new high worldwide before pandemic. Many residents confined to their homes during the pandemic relied on the internet as their link to the outside world. Gallup surveys in 145 countries and territories in 2019 and early 2020 show more of the world is online than ever, but there is still a digital divide. Road to recovery is tough in Latin America, parts of Europe. Latin America and Eastern/Southeastern Europe are most likely to struggle with long-term efforts to deal with COVID-19 outbreaks and setbacks. Venezuela, Brazil, Peru and Colombia score highly on the COVID-19 risk recovery measure.

8

<https://www.pewresearch.org/politics/2020/11/6/sharp-divisions-on-vote-counts>

The survey by Pew Research Center, conducted Nov. 4-5 on the nationally representative American Trends Panel among 11,818 U.S. adults, finds sharp divisions between voters who supported Joe Biden and Donald Trump over nearly all aspects of the election and voting process. Nearly half of voters (46%) say they voted by absentee or mail. A 54% majority say they voted in person, with equal shares voting on Election Day or before the election. Just 21% of Trump supporters have a positive view of how elections were administered nationally. Among Biden supporters, 94% say the elections were run and administered well. The magnitude of the differences between Trump and Biden voters is striking. While 82% of Biden supporters are very confident *their own* vote was counted accurately, just 35% of Trump supporters say the same. 85% of Trump voters say that Trump should continue efforts to challenge the election, and overwhelmingly support these challenges. Comparable shares of Americans have confidence in Biden (52%) and Trump (53%) to make good decisions about economic policy. Six-in-ten Democrats and Democratic-leaning independents say economic conditions will be better a year from now, compared with just 23% of Republicans and Republicans leaners. And while Trump and Biden supporters have substantial disagreements over the accuracy of the vote count and how the elections were administered, 81% of Biden voters and 73% of Trump supporters found it very easy to vote.

<https://news.gallup.com/poll/317948/fear-bankruptcy-due-major-health-event.aspx>

The sharp rise in U.S. healthcare costs, which was already a significant problem for Americans before the COVID-19 pandemic, has only been exacerbated by new challenges presented by the outbreak. In recent months, for example, 14% of Americans with likely COVID-19 symptoms reported that they would avoid care because of cost. 88% are concerned about rising drug costs due to the pandemic. These COVID-19-related cost worries also come with a substantial racial divide. Dovetailing with the new health-related concerns brought on by the coronavirus outbreak is the economic catastrophe that -- despite the recouping of millions of jobs since May -- persists in the form of 28 million people receiving some form of unemployment aid at the end of July. As such, Americans' concerns only intensified today because of the pandemic. The disproportionate manner in which minorities have suffered the effects of the pandemic is reflected in higher rates of concern about bankruptcy among non-White respondents, which have jumped from 52% in early 2019 to 64% today. And the elevated level of bankruptcy concerns among adults younger than 50 corresponds with substantially higher percentages of younger adults (versus older adults) who report that a friend or family member passed away in the prior five years after not having the money to pay for needed treatment. The troublesome confluence of the need to borrow money to pay a medical bill and subsequently carrying medical debt for a year or more comes at a time when two-thirds of Americans are reporting an increase in the price of their prescription drugs.

<https://news.gallup.com/poll/328670/americans-expect-history-judge-trump-harshly.aspx>

The Oct. 4-15 Gallup poll asked Americans to predict how Trump and eight other recent U.S. presidents will go down in history. These include the last seven presidents as well as Richard Nixon, typically the poorest rated, and John Kennedy, typically the highest rated. Kennedy continues to be rated highest overall, with seven in 10 regarding him as an outstanding or above average president. Majorities say the same about Barack Obama (56%) and Ronald Reagan (52%). Trump has the most polarized image of all presidents, with most Americans either predicting he will be remembered well or poorly, rather than average. This contrasts with George H.W. Bush, George W. Bush and Jimmy Carter, whose positive ratings are similar to those of Trump but who have much lower negative ratings than Trump. For the most part, Americans regard those three former presidents as being average. Six in 10 Americans believe that history will regard President Donald Trump negatively, including 47% who say he will be remembered for doing a "poor" job. In contrast, fewer than three in 10 think he will be remembered as an "outstanding" (9%) or "above average" (20%) president. Relatively few, 10%, believe he will go down in history as an "average" president. Views of Trump's legacy are highly partisan, with most Republicans thinking he will be remembered as above average (72%) or as an outstanding one (23%). Gallup did not measure perceptions of Nixon until 1999, and opinions of him have gotten worse since then (22% positive, 41% negative). Thus, it is also possible that Trump's perceived historical positioning will worsen as his presidency retreats into the past.

<https://www.pewresearch.org/fact-tank/2020/07/23/are-you...-middle-class/>

Lower-income adults, already under significant financial pressure, have been especially vulnerable to the economic fallout from the COVID-19 outbreak in 2020, according to a Pew Research Center survey conducted April 29-May 5, 2020. The survey found that 36% of lower-income adults and 28% of middle-income adults said they had lost a job or taken a pay cut due to the coronavirus outbreak, compared with 22% of upper-income adults. Each household's income is made equivalent to the income of a three-person household (the whole number nearest to the

average size of a U.S. household, which was 2.5 in 2018). Middle-income households had incomes ranging from about \$48,500 to \$145,500 in 2018. Lower-income households had incomes less than \$48,500 and upper-income households had incomes greater than \$145,500 (all figures computed for three-person households, adjusted for the cost of living in a metropolitan area, and expressed in 2018 dollars). In a Center survey conducted in April 2020, only 23% of lower-income adults said they had rainy day funds that could last three months, compared with 48% of middle-income adults and 75% of upper-income adults. About half of U.S. adults (52%) lived in middle-income households in 2018, according to a new Pew Research Center analysis of government data. Roughly three-in-ten (29%) were in lower-income households and 19% were in upper-income households. Our latest analysis shows that the share of adults who live in middle-income households varies widely across the 260 metropolitan areas examined, from 39% in Las Cruces, New Mexico, to 67% in Ogden-Clearfield, Utah. The share of adults who live in lower-income households ranges from 16% in Ogden-Clearfield to 49% in Las Cruces. The estimated share living in upper-income households is greatest in San Jose-Sunnyvale-Santa Clara, California (34%) and the smallest in El Centro, California (7%).

12

<https://www.pewforum.org/2018/04/25/when-americans-say-they-believe-in-god-what-do-they-mean/>

When Americans Say They Believe in God, What Do They Mean? Nine-in-ten Americans believe in a higher power, but only a slim majority believe in God as described in the Bible. A new Pew Research Center survey of more than 4,700 U.S. adults finds that one-third of Americans say they do *not* believe in the God of the Bible, but that they do believe there is some other higher power or spiritual force in the universe. A slim majority of Americans (56%) say they believe in God “as described in the Bible.” And one-in-ten do not believe in any higher power or spiritual force. In the U.S., belief in a deity is common even among the religiously unaffiliated – a group composed of those who identify themselves, religiously, as atheist, agnostic or “nothing in particular,” and sometimes referred to, collectively, as religious “nones.” Indeed, nearly three-quarters of religious “nones” (72%) believe in a higher power of some kind, even if not in God as described in the Bible. Overall, about half of Americans (48%) say that God or another higher power directly determines what happens in their lives all or most of the time. An additional 18% say God or some other higher power determines what happens to them “just some of the time.” Nearly eight-in-ten U.S. adults think God or a higher power has protected them, and two-thirds say they have been rewarded by the Almighty. Six-in-ten Americans say God or a higher power will judge all people on what they have done, and four-in-ten say they have been punished by God or the spiritual force they believe is at work in the universe.

13

<https://www.pewforum.org/2020/10/14/measuring-religion-in-pew-research-centers-american-trends-panel/>

Random-digit dial phone surveys and the NPORS produce similar estimates of the share of Americans who say they pray daily. In a 2019 RDD survey 49% of respondents report that they pray at least once a day, as do 48% of participants in the NPORS. After adjusting to NPORS-based targets for religious affiliation, the ATP produces estimates of prayer frequency that are only slightly lower than both sources, with 45% of ATP respondents saying they pray daily. RDD polls and the NPORS also produce similar estimates of the share of Americans who say religion is “very important” in their lives (48% in a March 2019 RDD survey, 45% in the NPORS). On this measure, the ATP produces a somewhat lower estimate of the share of U.S. adults who consider religion very important (41%), even after weighting to NPORS-based

religious affiliation targets. Still, the differences between the ATP and NPORS-based estimates are relatively modest. And all three sources find that nearly two-thirds or more of U.S. adults say religion is at least “somewhat” important in their lives. Studies conducted in 2007 and 2014 have shown that the country has been growing less religious over time. They continue trends first observed in the General Social Survey (GSS) as long ago as the early 1990s. These major developments in American religion include the decline of the Christian share of the population, the growth of religious “nones,” and a downturn in self-reported rates of religious attendance. Big reductions in the share of Americans who say religion is very important to them in the future can probably be interpreted as indicators of continuing declines in the country’s religiosity.

14

<https://www.pewsocialtrends.org/2020/09/24/economic-fallout-from-covid-19...>

As many Americans struggle with the effects of the coronavirus recession, a third say they have turned to savings or retirement accounts to pay their bills. Additionally, more than one-in-ten have borrowed money from friends or family (17%), gotten food from a food bank or charitable organization (17%), or received government assistance benefits (15%) or unemployment benefits (15%). Use of these additional resources since the coronavirus outbreak began is more common among Americans with lower incomes. More than four-in-ten lower-income adults (44%) say they have used money from a savings or retirement account to pay their bills during this time, and about a third or more have borrowed money from friends or family (35%), gotten food from a food bank or charitable organization (35%), or received government food assistance (37%). Among middle-income adults, 33% say they have used money from a savings or retirement account to pay their bills, 11% have borrowed money from family or friends, 12% have gotten food from a food bank or charitable organization, and 7% have received government food assistance. While much smaller shares of upper-income adults say they have drawn on these resources, 15% say they used money from a savings or retirement account to pay their bills since the coronavirus began. Those affected by coronavirus related job loss or pay cuts are much more likely than those who have not experienced these setbacks to have drawn on additional resources.

15

<https://www.pewforum.org/2020/10/14/measuring-religion-in-pew-research-centers-american-trends-panel/>

Random digit-dial telephone surveys show that religious “nones” (people who describe themselves, religiously, as atheist, agnostic) have been growing as a share of the U.S. adult population and Christians have been declining for quite some time. In the Pew Research Center’s most current RDD polling, 63% of U.S. adults identify as Christians (including 43% who are Protestant, 19% who are Catholic, and 2% who are Mormon), and 28% are “nones” (including 4% who describe themselves as atheists, 5% who are agnostics, and 18% who are “nothing in particular”). By way of comparison, in the Center’s polling from roughly a decade ago, in 2009, 77% of U.S. adults described themselves as Christians (14 percentage points higher than today), and 17% described themselves as religious “nones” (11 points lower than today). The 2020 NPORS paints a portrait of the country’s religious composition that is very similar to the findings of the Center’s recent RDD surveys. In the NPORS, 64% of respondents self-identify as Christian, and 28% are religious “nones.” By comparison with both recent RDD surveys and the NPORS, the ATP finds a modestly but significantly higher percentage of respondents who identify as religious “nones” and fewer Christians. In the 2020 ATP profile survey 60% of respondents described themselves as Christians (3 points lower than in recent RDD surveys and 4 points lower than in the NPORS), and 32% described themselves as religious “nones”

Контролируемые компетенции: УК-4, УК-5

Оценка компетенций осуществляется в соответствии с таблицей 3.

Билеты зачета

1. Read and translate the text for the gist.
2. Find professionally oriented terms.

<https://www.pewresearch.org/fact-tank/2022/05/09/about-a-third-of-asian-americans-say-they-have-changed-their-daily-routine-due-to-concerns-over-threats-attacks/>

Amid ongoing reports of racially motivated threats and attacks against Asians in the United States, a majority of Asian Americans say violence against them is increasing, according to a new Pew Research Center survey. Most Asian Americans also worry about being threatened or attacked, with a third saying they have changed their daily routine because of these concerns. Overall, about six-in-ten Asian adults (63%) say violence against Asian Americans in the U.S. is increasing, while 19% say there has not been much change and 8% say it is decreasing. This is down somewhat since last year, when 81% of Asian Americans said violence against them was increasing. In an open-ended question that accompanied the 2021 survey, a majority of those who perceived rising violence against Asian Americans attributed it to former President Donald Trump, racism, COVID-19 and its impact on the nation, and scapegoating and blaming Asian people for the pandemic. In the new survey, about one-in-five Asian Americans say they worry daily (7%) or almost daily (14%) that they might be threatened or attacked because of their race or ethnicity, while 51% say they worry sometimes, 18% rarely worry and 10% say they never worry. Among those who worry rarely or more often, about a third of Asian adults (36%) say they have altered their daily schedule or routine in the past 12 months due to worries that they might be threatened or attacked. Asian Americans also say community leaders could be doing more to protect people. More Asian American adults give their local officials a bad rating than a good one when it comes to addressing violence against Asian Americans (43% vs. 19%). One-in-five (20%) say violence against Asian Americans is not an issue in their community, and 18% say they are not sure about the job local officials are doing. The survey was conducted April 11 to 17, 2022, about a year after the fatal shooting of eight people, including six women of Asian descent, in the Atlanta area. Soon after the incident, President Joe Biden announced actions to address anti-Asian violence and signed into law a measure aiming to curb hate crimes.

1. Read and translate the text for the gist.
2. Find professionally oriented terms.

<https://www.pewresearch.org/politics/2022/05/10/americans-concerns-about-war-in-ukraine-wider-conflict-possible-u-s-russia-clash/>

As the conflict between Russia and Ukraine enters its third month, most Americans say they support actions taken by the Biden administration in response to the Russian invasion, such as placing strict economic sanctions on Russia, sending military equipment and weapons to Ukraine and stationing large numbers of U.S. military forces in NATO countries near Ukraine. In general, more U.S. adults approve (45%) than disapprove (34%) of the Biden's administration's response to the Russian invasion of Ukraine. Views of the administration's response are largely unchanged since March (when 47% approved and 39% disapproved). The new Pew Research Center survey, conducted April 25-May 1, 2022, among 5,074 U.S. adults found that the public has multiple concerns over possible consequences from the war in Ukraine. Roughly six-in-ten (59%) are extremely or very concerned about the possibility of Russia invading other countries in the region, while another 25% are somewhat concerned; 15% are not too or not at all concerned. Similar shares are at least very concerned about the war in Ukraine possibly continuing for a long time (57%) and Ukraine being defeated and taken over by Russia (55%). About half of Americans also say they are either extremely (24%) or very (26%) concerned about the possibility of U.S. and NATO support for Ukraine leading to a U.S. war with Russia, with about one-third also saying they are somewhat concerned about this. Only about one-in-five

(18%) say they are not too or not at all concerned about this. Opinions about the level of support the United States is providing to Ukraine have changed since March. Currently, 31% say the U.S. is not providing enough support to Ukraine, while 35% say its support is about right; 12% say the U.S. is doing too much. The share of Americans who say the U.S. is doing too little to support Ukraine has declined 11 percentage points since March, from 42% to 31%. In late April, President Joe Biden proposed a massive package of military and economic assistance to support Ukraine and U.S. allies in the region, more than doubling the aid the U.S. has provided thus far during the conflict. The public's views of the Biden administration's response to Russia's invasion of Ukraine have changed little since March. However, these opinions have shifted somewhat within each party. Among Republicans and Republican-leaning independents, the share who disapprove of the Biden administration's response to the Russian invasion has declined since March. Two months ago, two-thirds of Republicans said they disapproved of the administration's response; today, a smaller majority (55%) disapproves. The share of Republicans who *strongly* disapprove of the Biden administration's handling of the situation has declined by 15 points (42% in March, 27% now). Among Democrats and Democratic leaners, there has been a decline in the share saying they *approve* of the Biden administration's response to the Russian invasion. In March, 69% approved, including three-in-ten who strongly approved. That is down to 63% today, with 23% who strongly approve. Equal shares of Democrats say they disapprove today as did in March. Large majorities of Americans support various actions taken by the U.S. in response to the Russian invasion. Three-in-four Americans approve of the U.S. placing strict economic sanctions on Russia, including more than half who *strongly* approve. About one-in-ten say they disapprove (12%), while a similar share is unsure (13%). The U.S. decision to send military equipment and weapons to Ukraine also draws strong support from the public: 71% say they approve this action, while just 16% disapprove. About one-in-ten (12%) say they are not sure. Nearly two-thirds (64%) also approve of the U.S. decision to station large numbers of U.S. military forces in NATO countries near Ukraine. One-in-five Americans disapprove of this decision, while 15% are not sure.

1. Read and translate the text for the gist.
2. Find professionally oriented terms.

<https://www.pewresearch.org/global/2022/04/06/seven-in-ten-americans-now-see-russia-as-an-enemy>

Russia's invasion of Ukraine has led to a dramatic shift in American public opinion: 70% of Americans now consider Russia an enemy of the United States, up from 41% in January. And on this topic, Democrats and Republicans largely agree, with 72% of Democrats and 69% of Republicans describing Russia as an enemy. A new Pew Research Center survey, conducted March 21-27, finds that just 7% of U.S. adults have an overall favorable opinion of Russia. Only 6% express confidence in its leader, President Vladimir Putin. In contrast, 72% have confidence in Ukrainian President Volodymyr Zelenskyy. The ongoing war has brought renewed attention to NATO. Ukraine is not a NATO member, but it borders several member states, and NATO leaders have worked together in recent weeks to coordinate their responses to the crisis. Attitudes toward the alliance have grown more positive since Russia's invasion: 67% express a favorable opinion of the organization, up from 61% in 2021. Meanwhile, 69% say the U.S. benefits a great deal or a fair amount from being a NATO member. Bar chart showing Democrats more likely to believe the U.S. benefits from NATO membership. While both Democrats and Republicans (including those who lean to each party) hold largely positive views about NATO and U.S. membership in the organization, Democrats are consistently more positive, especially liberal Democrats. For instance, 85% of liberal Democrats think the U.S. benefits a great deal or a fair amount from NATO membership; among conservative Republicans, only 51% hold this view. Still, partisan differences over NATO have shrunk somewhat over the past year. The share of Democrats and Democratic leaners with a favorable overall opinion of NATO has held steady at nearly eight-in-ten, but among Republicans and GOP leaners, positive views have increased

from 44% in spring 2021 to 55% today. Line chart showing a smaller partisan gap on views of NATO and Russia from 2021 to 2022. The partisan gap on Russia favorability has also decreased. In 2020 – the last time this question was asked – there was a 17 percentage point difference between the share of Democrats with a very unfavorable opinion of Russia and the share of Republicans with that view; now the gap is only 5 points. Democrats and Republicans are also now more closely aligned on views about the threat posed by Russia. In the current survey, 66% of Democrats and Democratic-leaning independents say Russia is a major threat to the U.S., similar to the 61% registered among Republicans and Republican-leaning independents. However, when this question was last asked in 2020, only 48% of Republicans considered Russia a major threat, compared with 68% of Democrats. These are among the key findings of a new survey conducted by Pew Research Center on the Center’s nationally representative American Trends Panel among 3,581 adults from March 21 to 27, 2022.

Контролируемые компетенции: УК-4, УК-5

Оценка компетенций осуществляется в соответствии с таблицей 3.

