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УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

**И. В. ПИНЮТА**

**ПРОВЕРЬ СВОЮ  
СОЦИОКУЛЬТУРНУЮ КОМПЕТЕНТНОСТЬ**

**Практическое пособие  
для студентов лингвистических специальностей  
учреждений высшего образования**

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**П32**

**Проверь свою социокультурную компетентность [Текст] :**  
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Сборник включает тематические контрольные задания по дисциплинам «Основы межкультурной коммуникации» и «Дискурсивная практика».

Предназначен для самостоятельной работы студентов специальностей лингвистического профиля: 1-02 03 06 Иностранные языки (с указанием языков) 1-02 03 06-01 Английский язык. Немецкий язык; 1-02 03 07 Иностранный язык (английский язык) Дополнительная специальность 1-02 03 07-03 Иностранный язык (английский язык). Технология (обслуживающий труд), 1-02 03 07 Иностранный язык (английский язык) Дополнительная специальность 1-02 03 07-01 Иностранный язык (английский язык). Белорусский язык и литература.

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## **ВВЕДЕНИЕ**

Цель пособия заключается в развитии умений межкультурного посредничества у будущих преподавателей иностранного языка и оптимизации подготовки студентов к экзаменам по учебным дисциплинам «Основы межкультурной коммуникации» и «Дискурсивная практика».

Актуальность данной работы обусловлена стратегией языкового образования в Республике Беларусь на формирование многоязычной поликультурной личности.

Предлагаемый диагностический инструмент выступает компонентом учебно-методического комплекса «Основы межкультурной коммуникации» и способствует определению уровня социокультурных знаний и умений межкультурного посредничества. Контрольные задания нетворческого характера сопровождаются ключами.

Тестовые задания апробированы в системе подготовки будущих преподавателей английского языка по специальности на кафедре профессиональной иноязычной подготовки Барановичского государственного университета.

*Автор*

## КОНТРОЛЬНЫЕ ЗАДАНИЯ

### Т Е М А 1 ПРЕДМЕТ И СОДЕРЖАНИЕ КУЛЬТУРЫ

#### Test 1 What is culture?

1. Choose the true statements.
  - a) We are really skillful to interpret ourselves accurately and to describe what we do through habit, acquired almost unnoticed from our elders and our cultural environment.
  - b) The list of outstanding researchers includes R. Lado, E. Hill, R. Brislin, G. Robinson.
  - c) No special study is necessary to describe our cultural ways or our language.
  - d) Every people has a culture and no individual can live without culture.
  - e) Culture is synonymous with nationality.
  - f) Tangible aspects of culture include people's values, ideas, and dreams, as well as the expression of these in law, custom, story and song.
2. Correct the mistakes.
  1. The first definition of culture comes from the (a) *social sciences*: it focuses on the way a social group represents itself and others through its material productions, be they (b) *ways of thinking*, social institutions, or artifacts of everyday life, and the mechanisms for their reproduction and preservation through history. The second definition comes from the (c) *humanities*: it refers to what educators like H. Nostrand call the "ground of meaning", i. e. the attitudes and beliefs, (d) *works of art*, behaving and remembering shared by members of that community.
  2. Rules of culture include the following:
    - cultures are not (e) *flexible* – they change over time;
    - cultures are not uniform – they vary (f) *internationally*;
    - (g) ... culture is an island.

3. Match the definitions of “culture” and their authors (sources of information).
- |  |  |
|--|--|
| 1) Macquarie<br>Encyclopedic<br>Dictionary | a) Widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as “right” and “correct” by people who identify themselves as members of a society. |
| 2) D. R. Levine and<br>M. B. Adelman       | b) The ways people agree to be.  |
| 3) R. Brislin                              | c) The ways of a people.   |
| 4) K. O’Sullivan                           | d) All those historically created designs for living explicit and implicit, rational, irrational, and non-rational, which exist at any given time as potential guides for the behaviour of men.  |
| 5) Kluckhohn and<br>Kelly                  | e) The sum total of ways of living built up by a group of human beings, which is transmitted from one generation to another.   |
| 6) R. Lado                                 | f) A shared background (for example, national, ethnic, religious) resulting from a common language and communication style, customs, beliefs, attitudes, and values.   |
4. Give the synonyms for the following terms.
- big C
  - little c
  - self-identification
  - individual questions of culture
5. Choose what, according to N. Brooks, the individual questions of culture deal with.
- needs
  - ideas
  - motives
  - beliefs
  - desires

- f) customs
  - g) purposes
  - h) forms of organization
6. Complete the missing components of culture, classified by G. Robinson.
- 1. Products: (a) ..., folklore, artefacts, (b) ..., art.
  - 2. Ideas: (c) ..., beliefs, (d) ... .
  - 3. Behaviour: customs, (e) ..., dress, (f) ..., leisure.
7. Restore the interpretation of the term culture, made by E. Hall, putting down the following parts in the right sequence.
- a) since so much of behaviour
  - b) and since culture is such a fundamental influence on all behaviour
  - c) where one stops and the other begins
  - d) it's difficult to say
  - e) involves communication of one kind or another.
8. Choose the name of the researcher who defined the rules of culture.
- a) E. Hall
  - b) N. Brooks
  - c) R. Brislin
  - d) R. Lado
  - e) K. O'Sullivan
9. Write down the factors which influence the diversity of a culture.
10. Give the definition of the term "subculture".
11. Give an example of culture's influence on people's life style.

## Test 2

### Value system

1. Choose the definition of the term "culture".
- a) The way people use language, combine verbal and nonverbal elements, and it helps listeners understand how to interpret verbal messages.

- b) A way of categorizing and processing information we receive about others in our daily life.
  - c) Widely shared ideals, values, formation and uses of categories, assumptions about life, and goal-directed activities that become unconsciously or subconsciously accepted as “right” and “correct” by people who identify themselves as members of a society.
  - d) Correct behaviour for members of a particular group.
2. Choose the definition of the term “values”.
- a) Concepts or beliefs that pertain to desirable end states or behaviours, transcend specific situations, and guide selection or evaluation of behaviour and events.
  - b) Something expensive and valuable.
  - c) Patterns of language and thought, and forms of behaviour.
  - d) The smallest viable unit of a culture that can be “analyzed, taught, transmitted, and handed down” as a complete entity.
3. Match the following values with their descriptions.
- |                  |  |
|------------------|--|
| 1) individualism | a) There is no need to feel so pressured. Take it easy!  |
| 2) time          | b) People stagnate if they don't make enough changes.  |
| 3) fate          | c) What happens in life is a result of a grand plan or destiny. People are born into either wealth or poverty: they can't change their status in life. |
| 4) change        | d) Preservation and emphasis of rituals, customs, and beliefs from the past is very important.   |
| 5) quiet         | e) Be more concerned with material than with spiritual or intellectual goals.  |
| 6) tradition     | f) People can determine, to a large extent, the direction of their lives.  |
| 7) materialism   | g) People shouldn't waste or kill time. They must rush to get things done. They must follow their schedules to be productive.                          |

4. Write the names of values defined in the following way.
- Egalitarianism, or the idea that all people should get the same, or be treated the same, or be regarded as possessing the same quality in some respect despite race, religion, ethnicity, sex, sexual preference, species, political affiliation, economic status, social status, and/or cultural heritage.
  - The ability of an individual or group to seclude themselves or information about themselves and thereby reveal themselves selectively, the wish to remain unnoticed or unidentified in the public realm.
  - Independence and self-reliance opposing most external interference upon one's own interests, whether by society, family or any other group or institution.
5. Choose the wrong statements.
- Americans believe it's better to be open and honest than to have secrets.
  - Collectivism is very high in the U. S. and generally high in the English speaking countries.
  - Individualism encourages people to base their decisions on their personal goals and wants.
  - In high-power cultures people believe in equality, and the people with power interact with the people without power on an equal level.
6. Choose the true statements.  
Collectivists often ...
- tend to be concerned about the results of their actions on members of their in-group
  - emphasize self-reliance and independence
  - feel interdependent with in-group members
  - don't share resources with in-group members
7. Complete the sentences.
- The most contrasting characteristics of Americans' mentality are (a) ... and (b) ... .
  - The specific characteristics of Belarusians' mentality are (c) ... and (d) ... .
  - Belarusians are a special (e) ... community.

8. Match the following peoples with a set of their values.
- |                |   |
|----------------|---|
| 1) The British | a) equality, individualism, privacy, patriotism |
| 2) Americans   | b) privacy, home, individualism, tradition      |
|                | c) collectivism, patriotism, hard work, loyalty |
9. Choose the least typical value of Belarusians.
- equality
  - hospitality
  - privacy
  - honesty
10. Write down the values which underlie the following proverbs.
- God helps those who help themselves.
  - People who live in glass houses shouldn't throw stones.
  - Старэйшых і ў пекле шануюць.
  - Куды людзі, туды і я.
  - Госць у хаце – Бог у хаце.
11. Compare the English and Belarusian proverbs.
- Honesty is the best policy. Праўду казаць – ворага нажываць.
  - Good fences make good neighbours. Добра, як сусед блізка і пералаз нізка.

### Test 3

#### Formation of values

1. Match the following factors affecting American culture with the proper values.
- |                                 |                  |
|---------------------------------|------------------|
| 1) geographical location        | a) materialism   |
| 2) size                         | b) individualism |
| 3) foundation of the government | c) privacy       |
| 4) when the country was founded | d) progress      |
| 5) religious background         |                  |
2. Choose the wrong statements.
- Values are necessary to evaluate objects, events, and behaviour.

- b) A belief in the value of conservation is strong in American culture.
  - c) The American idea of the national good has never been based on national cooperation but rather on the freedom of the individual.
  - d) Competition encourages the mutual trust, rather than feelings of suspicion.
3. Choose the Russian equivalent for the word “privacy”.
- a) суверенитет личности
  - b) личная жизнь
  - c) приватность
  - d) приватизация
4. Write down the corresponding values for each situation or belief.
- a) A student in your history class does not let you borrow her notes from the lecture because she is afraid that you might do better than she does at the next exam.
  - b) Your next door neighbor often spends money on new stereo and video equipment. He also usually buys a new car every three or four years.
  - c) One day after history class a student asks if you would like to join a study group to prepare for tomorrow’s exam.
  - d) People donate a lot of money to an organization that will be sending scientists to live on the planet Mars in the year 2020.
  - e) A recent high school graduate will attend college this fall. She has saved money from working part-time during high school and plans to continue working part-time during college.
5. Choose the true statements.
- a) American kids never get their allowance (money) for the work about the house.
  - b) American kids are taught to make plans since their childhood.
  - c) There are no restrictions at American schools: kids are allowed to do everything they want.
  - d) American kids aren’t taught to work in a team.
  - e) The grades at some American schools are based on students’ success in: (1) commitment to quality; (2) work habits and attitudes; (3) communication; (4) interpersonal effectiveness; and (5) attendance and punctuality.

- f) American kids are not taught to respect other people.  
g) In the U.S. children are not encouraged to read books outside of school.
6. Complete the cooperative learning standards.
- Practice active (a) ... .
  - Help and (b) ... others.
  - (c) ... participates.
  - (d) ... your ideas and tell why.
  - (e) ... tasks.
7. Write down what the abbreviation “SMART” (goals) means.
- a) S...
  - b) M...
  - c) A...
  - d) R...
  - e) T...
8. Correct the mistakes.
1. American teachers use the code “WH” to say “(a) *reading* habits need (b) *practising*”.
  2. (c) *Plan* is your most valuable possession.
  3. The student (d) *note* contains instructions to study and possible consequences for student’s bad behaviour.
9. Choose the meaning of the underlined word in the combination “Honors Tenth Grade Language Arts”.
- a) honest people
  - b) best students
  - c) prominent urban dwellers
  - d) senior people
10. Arrange the rules of doing homework in the right order.
- a) prioritize
  - b) check
  - c) Do it!
  - d) schedule

- e) review
- f) record

Т Е М А 2  
**НЕРЕЧЕВОЕ ПОВЕДЕНИЕ НОСИТЕЛЕЙ  
АНГЛОЯЗЫЧНОЙ И БЕЛОРУССКОЙ КУЛЬТУР**

Test 4

**Nonverbal behaviour of English and Russian speakers**

1. Choose the wrong statements.
  - a) If a person is interested in what you're saying, the pupils of their eyes will get smaller.
  - b) In the U. S. it is quite common to glance at strangers when passing them. For example, it is usual for two strangers walking toward each other to make eye contact, smile, and perhaps even say, "Hi," before immediately looking away.
  - c) What is considered usual or polite behaviour in one culture may be seen as unusual or impolite in another.
  - d) The British often touch each other when talking.
  - e) When a person is talking with his/her body in a closed position, s/he is leaning forward and is relaxed.
  - f) Many Americans enjoy relaxing with their feet up on their desks.
  
2. Match the nonverbal aspects of communication with examples.

1. Body language	a) use of signs, realia, artifacts, clothing, and personal adornment to communicate with others
2. Object language	b) colour, lighting, architecture, space, direction, and natural surroundings which speak to man about his nature
3. Environmental language	c) touch, gesture, gaze, movement, facial expression, and distancing
  
3. Complete the sentences.
  1. When training or presenting, you have four main channels of communication: (a) ...; (b) ...; (c) ... and (d) ... .

2. A person in a closed position usually will lean (e) ... .
  3. Americans usually stand at a slight (f) ... for ordinary conversation.
4. Correct the mistakes.
1. The figures for the impact and perceived sincerity of communication are (a) 15% body language, (b) 6% voice quality and (c) 79% words.
  2. Presentation skills include eye contact, posture, (d) *touch*, (e) *realia*, voice, multi-sensory speech.
  3. Eye contact is important because insufficient or excessive eye contact can create communication (f) *effect*.
5. Match the terms with their definitions.
- |                 |   |
|-----------------|---|
| 1. Emblems      | a) gestures that go along with our speech             |
| 2. Illustrators | b) gestures that regulate much of our conversation    |
| 3. Regulators   | c) gestures that are related to managing our emotions |
| 4. Adaptors     | d) gestures that have a specific verbal translation   |
6. Give the synonym for the term “kinesics”.
7. Choose the period of time for which a speaker should keep eye contact with a group of people before moving his/her eyes to another segment.
- a) 5 seconds
  - b) 1 minute
  - c) 10 seconds
  - d) 2 seconds
8. Choose the meaning of the term “homomorphic gestures”.
- a) gestures similar in form but carrying different meanings
  - b) gestures similar in form and meanings
  - c) gestures different in form but carrying similar meanings
9. Give examples of people who have moderate contact cultures.
10. Restore the expression (use all the words below).  
a trust look eyes in never person doesn't you who the

Test 5  
**Smile and distancing**

1. Choose the components of nonverbal behaviour.
  - a) smile
  - b) gestures
  - c) agreement
  - d) pain
  
2. Choose the true statements.
  - a) There are no universal gestures.
  - b) Facial expressions are a source of confusion across cultures.
  - c) In Belarusian culture a smile just conveys politeness.
  - d) Belarusians don't find it comfortable to sit close to one another.
  - e) The American teacher usually is looking for students' facial responsiveness.
  
3. Write down in metres/centimetres the appropriate distance in the target culture in the following positions.
  - a) to the front of the speaker
  - b) to the back of the speaker
  - c) to each side of the speaker
  
4. Correct the mistakes.
  1. We (a) *should* "read" people from another culture as we would "read" someone from our own culture.
  2. The distance for public speaking is about 12 feet or (b) 1,5 meters.
  3. Whether people in (c) *the English speaking countries* smile or not often depends on the partner's social status.
  
5. Complete the sentences.
  1. At least six basic emotions – (a) ..., (b) ..., (c) ..., (d) ..., (e) ..., and (f) ... – are communicated by facial expressions in much the same way in most societies.
  2. Facial expressions carry meaning that is determined by (g) ... and (h) ... .
  3. In the English speaking countries a smile may show affection, convey (j) ..., or (k) ... true feelings.

6. Choose the values which underlie a smile in American culture.
- individualism
  - hard work
  - equality
  - privacy
7. Choose the value which underlies distancing in American culture.
- privacy
  - individualism
  - equality
  - tolerance
8. Choose what English language speakers say for the slightest accidental touching of another person.
- Sorry
  - Excuse me
  - Pardon?
  - What?
9. Arrange all the parts of the phrase in the correct order.
- in the wrong places;
  - don't smile enough
  - believe that
  - believe that Belarusians
  - Americans smile
  - some Americans
  - some Belarusians
10. Interpret the following practice.  
In British and American cultures a smile may disguise true feelings.
11. Interpret the following practice.  
The British people need the "personal space" in conversation.

Т Е М А 3  
**РЕЧЕВОЕ ПОВЕДЕНИЕ НОСИТЕЛЕЙ  
АНГЛОЯЗЫЧНОЙ И БЕЛОРУССКОЙ КУЛЬТУР**

Test 6

**Verbal behaviour of English and Russian speakers**

1. Give the definition of politeness.
2. Match the English words with their Russian equivalents.

1. Deference	a) уклоняться от прямого ответа
2. Suasion	b) делать выговор
3. Impinge on	c) уважение
4. Presumption	d) разница
5. Hedge	e) предположение
6. Reprimand	f) настаивать на ...
	g) уговаривание
	h) посягать на ...
3. Give the synonyms for the following terms.
  - a) maxim
  - b) deference politeness
  - c) solidarity politeness
4. Choose the wrong statements.
  - a) The ways in which the politeness is achieved don't vary significantly in different cultures.
  - b) Politeness is a matter of using a couple of words, i. e. *please* and *thank you*.
  - c) We all have two fundamental needs: 1) we want to be accepted and liked; 2) we want some freedom and control over our actions and not to be constantly impinged on by others.
  - d) Positive politeness is reflected in showing interest in a person's well being, sharing experiences and concerns, "troubles talk", expressing admiration, affection, gratitude, etc.
  - e) The ways to express negative politeness are: claiming common ground, using expressions of solidarity; indicating that you might have some understanding of people's preferences and attitudes;

showing people that you feel confident about their ability and willingness to understand you; attending to people's needs.

- f) Positive politeness is avoiding face-threatening behaviour (dogmatism, direct orders), expressing regret, apologizing for face-threatening behaviour (correction, contradiction, prohibitions), using hedges, etc.
- g) New Yorkers tend to talk faster and respond more quickly ("high involvement") than Californians ("high considerateness").
- h) Ping-Pong is a style of communication used by many Belarusians.

**5. Complete the sentences.**

- 1. In the British culture the rule is that every request (by either staff or customer) must end with (a) ... and every fulfillment of a request requires a (b) ... .
- 2. In positive politeness, we are addressing the positive face of a person, that is their desire to (c) ... .
- 3. Negative politeness is oriented towards people's negative face, that is their desire to maintain their (d) ... and not to be (e) ... .
- 4. Many people from cultures that prefer "high involvement" styles tend to: (f) ...; (g) ...; (h) ...; (j) ... and (k) ... than those from cultures favouring "high considerateness" styles.
- 5. People from cultures that favour "high considerateness" styles tend to: (l) ...; (m) ...; (n) ... and (p) ... to their conversational partners.

**6. Match the types of politeness with their examples.**

- |                        |   |
|------------------------|---|
| 1) Positive politeness | a) How's it going, Ben?                                       |
| 2) Negative politeness | b) Don't you think it's marvelous!                            |
|                        | c) I just wanted to ask you a small favour.                   |
|                        | d) I hate to trouble you, but....                             |
|                        | e) I really had a hard time learning to drive, you know.      |
|                        | f) I don't suppose you'd like to go to the movies, would you? |
|                        | g) I'm pretty sure you've got that key.                       |

7. Correct the mistakes.

1. Some of the ways we use negative politeness are:

- (a) *using* presumptions, by hedging, that is making your intention ambiguous;
- being (b) *optimistic*;
- (c) *maximizing* the imposition;
- showing (d) *indifference*;
- showing that you don't want to (e) *communicate with* people.

2. Ann, (f) *give me* some more coffee, please?

8. Arrange all the parts of the phrase in the correct order.

Some of the ways we use negative politeness are:

- a) and your listener
- b) such as the passive
- c) as a general rule,
- d) by avoiding any mention of either,
- e) impersonalising *yourself*
- f) by using impersonalising structures
- g) expressing the act

9. Choose the rules which are not maxims of politeness.

- a) Do not be dogmatic.
- b) Be reluctant to say what may distress or displease the partner.
- c) Use polite listening sounds.
- d) Do not force the partner to act.
- e) Keep the appropriate distance.

10. Choose the true statements.

- a) The maxim “Do not be dogmatic” applies to the functions of imparting factual information and expressing attitudes.
- b) The maxim “Do not be dogmatic” applies such strategies as: the use of *I think, I believe, I expect*, as introducers or as tags; the use of *you know, of course*, to imply that the partner is not ignorant; the use of tag questions to invite the partner's agreement (falling intonation) or confirmation (rising intonation).
- c) The maxim “Be reluctant to say what may distress or displease the partner” implies such strategies as: expressing

the reluctance; seek the partner's agreement; apologizing or expressing regret; using euphemisms; implying something unpleasant rather than stating it openly.

- d) The maxim "Do not force the partner to act" applies to such functions as: breaking bad news, expressing disagreement, declining offers and invitations, saying that the partner is obliged to do something, prohibiting and withholding permission, expressing displeasure, dislike, dissatisfaction, disappointment and disapproval.
- e) The maxim "Be reluctant to say what may distress or displease the partner" applies to the functions of suasion, seeking factual information and finding out attitudes.
- f) Offence can be avoided by: apologizing for correcting; querying what has been said, so that the partner can correct the slip; presenting the correction as a different opinion; requesting confirmation by the use of a question tag.

**11.** Match the conversational style with the cultures where it is used.

- 1) High considerateness conversational style      a) Russian, Italian, Greek, Spanish, South American, Arab
- 2) High involvement conversational style      b) American, British, Canadian

**12.** Write down how long the silence may be in a conversation with an American before s/he finds it uncomfortable.

**13.** Restore the sentence.

According to the experts from the Council of Europe examples of impoliteness include: bluntness, (a) ...; expressing contempt, (b) ...; strong (c) ... and reprimand; venting anger, (d) ...; and asserting (e) ... .

**14.** Explain if the equivalent of the following Belarusian saying could appear in the English language.

Яго ўгаварваюць, а ён лапамі арэ. (Ужываецца, калі нехта не дае сябе ўгаварыць.)



- b) Individualists place great value on facts and little value on the views of in-group authorities.
- c) Individualists are likely to develop an argument by stating several facts and then coming to a generalization or conclusion.
- d) The important goal of the collectivists is harmony and saving both one's own and the other's face.
- e) In collectivist cultures the message is likely to have the structure "fact-fact-fact-conclusion".
6. Choose the explanation of the term "self-presentation in cross-cultural encounter".
- a) It underlies most communication.
- b) It means person's name and surname.
- c) It means person's biography.
- d) It means how we apologize, compliment and give advice.
7. Correct the mistakes.
1. In American culture the message is (a) *between the lines*.
2. In our culture the message is both (b) *in the words*.
3. (c) *English* academic writing favours "parenthetical amplifications of subordinate elements", that is, taking side-tracks to expand on relatively minor points, before picking up the main thread again.
4. (d) *Russians* favour "(e) *intuitive-affective* negotiating style". They move from pertinent facts to conclusions. Try to ascertain what the facts are. Find similarities or points which can be discussed with the other party, proceed to formulating conclusions such as a range of action alternatives.
8. Complete the sentences.
1. The possible sources of difficulty in reading texts outside your culture are: perhaps it is because of the relatively high (a) ...; the information and ideas are presented in ways that don't conform to your (b) ...; the organization of ideas causes you difficulty, particularly his reserving the main point till the very (c) ... .
2. American people and English people tend to describe themselves as relatively (d) ... and, (e) ... respectively.

9. Find and correct the socio-cultural mistake which person D made.  
D: I asked Professor Desai to discuss his new course.  
S: How was the meeting?  
D: He was very charming. But he avoided the subject of the new course whenever I tried to bring it up.  
S: He may be upset that you didn't consult him in advance.  
D: I don't think so. He didn't say anything.
10. Choose the wrong statements.  
a) The topic sentence should be placed after the introduction.  
b) The controlling idea is the essential part of the topic sentence.  
c) The topic sentence contains some factual information on the topic.  
d) The controlling idea should appear in the main clause.  
e) English writing tends to present the main point first and then support this idea.
11. Choose the explanation of the term "cliffhanger".  
a) the pick of a mountain  
b) short sentences with short words  
c) words to avoid  
d) swear words

Test 8  
**Small talk**

1. Choose the way to answer a telephone call.  
a) Antony is listening.  
b) It's me, Antony.  
c) Antony is speaking.  
d) Yes.
2. Choose the definition of the term "pre-closing move".  
a) The gesture we use to close something.  
b) The body movement we use to show anxiety.  
c) The signal we give to indicate to the other person that we are ready to close the conversation.

3. Restore the phrase to finish a conversation (use all the words below).  
I, you, well, better, go, 'd, let.
4. Choose the routines that could be interpreted in the English culture as the complete rupture of the relationship.
- failure to perform or respond to a “It’s been nice talking to you” routine
  - failure to give a business card to the conversational partner
  - failure to answer a call according to the rules of the target culture
  - failure to perform or respond to a “It’s been nice talking to you” “Hope we meet again” routine
5. Choose the best models to start a conversation with the British.
- personal question
  - statement about the whether
  - compliment about the country you visit
  - saying you are a visitor
  - statement + question
6. Complete the sentences.
- In Britain many (a) ... begin through people’s dogs.
  - If the British know that you are a foreigner they will probably feel (b) ... for you; they will think you know (c) ... and are not a threat to them.
  - Sometimes a conversation can start if you talk about (d) ..., as the other person doesn’t feel attacked.
  - If you give (e) ... information about yourself they may feel they can do the same.
  - It is true the British may not talk as (f) ... and as (g) ... as, for example, many Italians. However, they are human!
7. Choose the true statements.
- In a “pass-time” conversation people try to start a serious discussion or argument.
  - “Pass-time” conversations are very important if you are travelling and visiting people’s homes.

- c) In “pass-time” conversations it doesn’t matter if the conversation is interrupted.
  - d) In a “pass-time” conversation people don’t show their individuality very much.
  - e) In a “pass-time” conversation people only agree with each other.
8. Choose the sentences in the right column which will make a “pass-time” conversation between Nick and Jack.

N I C K: Pollution is such a problem these days, isn’t it?

J A C K: (1)

N I C K: Yes.

J A C K: (2)

N I C K: Yes, I know.

J A C K: (3)

N I C K: No.

J A C K: (4)

N I C K: Bye then.

- a) Anyway, I’ll have to be going now. Bye !
- b) I mean, people burned coal more than they do today and everything was really dirty. People were dying young of awful diseases because of the dirt.
- c) You know, the beach at the seaside is so often covered with plastic bottles.
- d) Anyway, I don’t suppose you want to discuss things any further. So I’ll be going now. Bye !
- e) Yes, so much is spoilt, isn’t it ?
- f) People shouldn’t be allowed to throw their rubbish anywhere.
- g) People like you make these extraordinary statements. They don’t help anybody. Of course, there is a pollution problem but it arises from the very nature of our society. We want things to be cheap and we don’t want to spend extra money on keeping industry clean.

9. Match the type of culture with the meaning of silence in conversation in this culture.

1) Low-context, individualistic cultures

- a) disagreement
- b) strength and power
- c) weakness

- 2) High-context, collectivist cultures
- d) thinking there is nothing important to say
- e) shyness
- f) unwillingness to communicate
- g) respect to the partner
10. Restore the model of topic development in a conversation with the British or Americans.
- a) the personal
- b) to the mutual
- c) the impersonal
11. Choose the communication strategies to avoid misunderstanding in cross-cultural communication.
- a) reformulating
- b) repeating information
- c) making appeals
- d) asking for translation
- e) summarizing
- f) smiling
12. Interpret the following situation.  
 (A foreigner who visits Belarus addresses Belarusian students after his presentation) Now it's time to ask me questions.  
 (Giggling) I know it's a problem for you to ask questions.

### Test 9

#### Polite listening sounds

1. Choose the translation of the term "polite listening sounds".
- a) вежливое слушание
- b) маркеры обратной связи
- c) звуки, выражающие согласие с говорящим
2. Choose the meaning of the sound "uhhuh".
- a) the agreement with the partner

- b) filling the pause of hesitation
  - c) the signal to close the conversation
  - d) the signal to indicate the listener is attending
3. Complete the sentences.
- 1. Cocktail party effect allows listeners to maintain conversations despite their minimal participation in and (a) ... of the conversation.
  - 2. Listeners often rely on (b) ... backchannel cues to avoid the embarrassment of revealing their lack of comprehension.
  - 3. Belarusians often remaining perfectly (c) ... .
4. Choose the true statements.
- a) People who favour high involvement conversation style use polite listening sounds.
  - b) An American, when listening, every 5–10 seconds pronounces *yes/I see/uh/uhu*.
  - c) Using polite listening sounds means “*I’m listening to you, go on talking*”.
  - d) Belarusians use polite listening sounds as often as Americans do.
  - e) Remaining silent in a conversation will be interpreted by Americans as showing interest and respect.
  - f) Usually the Englishman remains silent when listening.
5. Choose the value which underlies the strategy of using polite listening sounds.
- a) empathy
  - b) respect
  - c) traditions
  - d) equality
6. Choose the value which underlies the strategy of remaining perfectly silent while listening.
- a) privacy
  - b) respect
  - c) individualism
  - d) friendship
7. Write down five examples of polite listening sounds.

8. Find and correct the socio-cultural mistakes.

A: The new guy started today. I took him around and introduced him to everyone in the section. He looked pretty shy and uncomfortable, which surprised me a bit because the staff were really friendly to him. Then I sat him down at his desk and talked through his responsibilities with him. I really don't know if he understood, but he said he did. Well, we'll see. He seems pretty bright, but I don't think he's got much initiative.

B: I started work today. The supervisor took me around and introduced me to everyone in the section. They weren't very friendly, but I didn't let them see how uncomfortable that made me feel. Then we went to the supervisor's desk and he talked about the company. It was very interesting and I really paid attention, although he really doesn't speak very clearly. I think I made a good impression on him. I suppose my briefing will start tomorrow.

9. Interpret the following saying.

И. И. Токарева: «Характерные междометия, сопутствующие речи собеседника (*Right.; Yes.; Wow.; I know.*) в личном общении (американцев) произносятся произвольно и не отражают истинного согласия с говорящим. *Yes... Right... But I don't agree with you.*».

Test 10

**Addressing people**

1. Match the English words with the Russian equivalents.

- |               |                |
|---------------|----------------|
| 1) Patronymic | a) официальный |
| 2) Title      | b) статус      |
| 3) Status     | c) отчество    |
| 4) Formal     | d) титул       |

2. Choose the true statements.

- To address someone by his or her title is to observe formalities and therefore to put a distance between the people involved.
- It's necessary to address English speaking people using the title *Sir* or *Madam*.

- c) Both married and unmarried men are addressed *Mister*.
  - d) It's impossible to shift once established address system after a period of time.
  - e) It's acceptable in the U. S. to call older people by name.
  - f) Belarusians comparatively seldom use each other's names.
3. Choose the meaning of the title Ms.
- a) The form to address a married woman.
  - b) The form to address an unmarried woman or girl.
  - c) The form to address a woman who is not willing to show her marital status.
  - d) The form to address a female member of the Royal Family.
4. Choose the value which underlies the tactic of verbal behaviour such as calling people by name.
- a) equality
  - b) privacy
  - c) individualism
  - d) respect
5. Choose the value which underlies the tactic of verbal behaviour such as calling people by name and patronymic.
- a) equality
  - b) respect
  - c) privacy
  - d) individualism
6. Write down three differences in the way people address each other in the Belarusian and British or American cultures.
7. Correct the socio-cultural mistakes.
- 1. I usually look for the wedding ring on the (a) *right* hand of a woman to get sure to address her either by the title Miss or Mrs.
  - 2. The title Miss is used to address a (b) *married* woman, and Missis – to (c) *unmarried* one.
  - 3. One should say (d) *Sorry!* to address a passer-by.

**8. Read the text and answer the questions.**

- a) Is the situation described in the text formal or informal?
- b) What didn't Ms. Garcia write in the application form?
- c) Why did Mr. Erler hire Ms. Garcia?
- d) Why did Mr. Erler fire Ms. Garcia?
- e) What values underlie the numbered phrases (A, B, C).

You may choose the values from the following list: 1) equality; 2) privacy; 3) collectivism; 4) modesty; 5) individualism; 6) patriotism.

**Text**

Silvia Garcia applied for a job at a small company. One question on the application form was "Who else lives at your home address?" Ms. Garcia did not answer this question. She left the space blank.

The owner of the company, Jeff Erler, was a very religious man. He had started the company himself (A) and felt that his employees were like his extended family. Mr. Erler interviewed Ms. Garcia (B) personally. He noticed that she had marked "single" on her application, and he was surprised that she was not married at her age. When he mentioned this to her, she just laughed and did not comment. He decided that she was a very nice woman. He also needed to hire members of minorities, so he was pleased to hire her.

Ms. Garcia did very well in the company. In a few months, she got a raise and was happy with the additional money. However, seven months after Mr. Erler hired her, he overheard a conversation in the cafeteria. Two other workers were talking about her and "the guy she's living with."

Mr. Erler called Ms. Garcia into his office that afternoon. He questioned her about her living situation, and she admitted that she was living with her boyfriend. Mr. Erler told her that he was very sorry, but he didn't want immoral people to work in his company. At first, she could not believe that Mr. Erler was serious. She told him that he had no right to call her immoral because she was living with her boyfriend. She said that as long as she was a good worker, her personal life was her own business and that he could not make judgments about it (C). Mr. Erler fired Ms. Garcia.

**9. Choose the way to address the American hostess who is much older than you.**

- a) Madam
- b) Ms Nancy
- c) Nancy
- d) Mrs Nancy
- e) Nancy Richardovna

**10. Interpret the following saying.**

И. И. Токарева: «Ритуальная фраза *Do call me Bob!* даже при разном статусе коммуникантов (начальник – подчиненный, преподаватель – студент) сама превратилась в стратегию социального контакта».

**Test 11**

**Topic choice**

**1. Choose the true statements.**

- a) Topic choice is important only in small talks.
- b) Some aspects of politics may become an interesting topic in a conversation with an English language speaker.
- c) If you want to make an impression on someone you should break away from small talk and address more interesting topics.
- d) Situational topics like the physical environment are acceptable in American culture.

**2. Choose what can annoy Scots.**

- a) use England instead of Britain or English instead of British.
- b) use British instead of Scottish.
- c) use Scotch to refer to whisky and food.
- d) talk about men wearing skirts
- e) ask about the festival in Edinburgh
- f) imitate the local accent

**3. Match the following topics as acceptable or not among the English language speakers.**

- |                        |   |
|------------------------|---|
| 1) Acceptable topics   | a) conversational partner's marital status  |
|                        | b) your pet                                 |
| 2) Unacceptable topics | c) challenges in your profession            |
|                        | d) conversational partner's age             |
|                        | e) your occupation                          |
|                        | f) cars                                     |
|                        | g) conversational partner's political views |
|                        | h) conversational partner's religion        |
|                        | j) the national cuisine                     |

4. Choose the value which underlies such a tactic of verbal behaviour of the British as to be reluctant to speak about themselves and their personal affairs.
- time
  - privacy
  - individualism
  - tradition
5. Complete the sentences.
- The British are known to be reluctant to speak about themselves and their (a) ... affairs.
  - The British will never use "I don't like" in a conversation instead they'll say (b) ... .
  - They generally avoid stating (c) ..., (d) ... and preferences in a straightforward way, but rather use polite, tentative and pleasant techniques.
6. Write down three topics you'd discuss with American and British teachers.
7. Find and correct the socio-cultural mistake.  
(The talk between a Belarusian and an English speaker whom she doesn't know very well)  
B: Have you visited Minsk, the capital of the Republic of Belarus?  
Did you like it?
8. Explain the meaning of the following Belarusian proverb addressing an American or British student who studies languages.  
Аж вушы вянуць.

## Test 12

### Finding out information

1. Match the types of questions.
- |                            |                          |
|----------------------------|--------------------------|
| 1) open questions          | a) general questions     |
| 2) agree-with-me questions | b) special questions     |
| 3) double questions        | c) disjunctive questions |
| 4) wh-questions            | d) alternative questions |

2. Choose the wrong statements.
- Americans say it's okay to ask questions, especially during the discussion stage of an undertaking, but not to have doubts.
  - Belarusians are reluctant to ask private questions.
  - The statements are less directive than questions thus they may be more preferable in conversation.
  - If one uses only open questions in a conversation it might begin to annoy people.
  - Double questions are not difficult to answer in the way you want to.
  - Usually it is better to ask the conversational partner about his / her personality.
  - It's not polite to find out attitudes in a conversation with an English speaker.
3. Correct the mistakes.
- All you need to be a good conversationalist is to show that you (a) *speak English*.
  - (b) *Double* questions invite the person to say what s/he wants to.
  - (c) *Open* questions wouldn't help a shy person to respond.
  - The maxim of politeness "Do not force the partner to act" refers to the function of (d) *providing* factual information.
4. Choose the value which underlies the avoidance of asking open questions.
- privacy
  - individualism
  - order
  - tolerance
5. Choose the value which underlies the persistence of Belarusians to get answers on their questions.
- order
  - individualism
  - sincerity
  - tolerance

6. Find and correct the socio-cultural mistake.

I don't understand Americans' complimenting behaviour... I liked her sweater or shoes... Why not to ask the cost of the items?

7. Read the text and answer the questions.

1. What did the author feel at the customs?  
a) surprise; b) happiness; c) anger; d) disappointment; e) pity.
2. What did it make the author feel like this?  
a) immigration; b) officer's question; c) unsafe flight, d) her job.
3. What does she value?  
a) equality; b) patriotism; c) honesty, d) privacy.
4. Did the immigration officer ask private questions? Explain your answer.

Text

So when I talked to the immigration officer, I was far more worried about the rebellious situation in my stomach than about the obligatory positive impression one has to make when crossing the US border. The officer was nice, but his questions seemed endless, and when we had finished with the mandatory inquiries about the purpose of my visit, he came to some more piquant ones.

"Are you married?"

"No."

"Why not?"

I even forgot momentarily that I was green around the gills.

"You know, I'm a journalist – it's usually *my* job to ask questions!" [and I don't let myself intrude so aggressively!]

"Well, it's my job, too!"

At that moment we both were laughing. He understood what I had just rephrased in a polite manner, and I realized that the interrogation was unavoidable, so why not to carry on with some humor? Little did I know then that the compulsory questionnaire hasn't changed much since the end of the 19th century, when some 5,000–6,000 immigrants were passing every day through the facilities of Ellis Island. I had a shocking flash of déjà vu when I saw those thirty-two obligatory questions on display in the Nordic Heritage Museum in Seattle. Just try any of those for an *American* traveler: "Are you single or married?" "Where is your wife/husband?" "Do you have children? Where are they?" "How do you earn your living in your country of origin?" "Who paid for your passage here?" "How much money do you have? May I see it?" "With whom do you live?" "Where are you going to live in America?" (I wrote: "In a red tent in Yosemite.")

8. Write three questions or statements which you may say to start a conversation with Americans or the British in different situations in the first encounter.
9. Interpret the following Belarusian proverb.  
Хто пытае, той не блукае.
10. Interpret the following saying.  
Americans are like hotels: it's easy to get into the lobby, but you never see the basement or kitchen.

Test 13  
**Saying compliments**

1. Choose the wrong statements.
  - a) Compliments are common conversation starters.
  - b) Collectivists use compliments more often than individualists.
  - c) In individualistic cultures compliments confirm the individuality of each person and encourage competition.
  - d) Belarusians use compliments more frequently than Americans.
  - e) Americans are superficial: always smiling and saying compliments.
  - f) Individualists will use compliments more, since they need to get in and out of groups, based on their social skills.
2. Choose the compliments appropriate in the British and American cultures.
  - a) The hat is really good. It suits you very well.
  - b) You've bought a sewing machine. How much does it cost?
  - c) You have a nice room.
  - d) Your earrings are pure gold, aren't they?
  - e) Wow ! Linda ! What did you do with your hair? I almost didn't recognize you. It looks great.
3. Choose the value which underlies the frequent use of compliments in American culture.
  - a) tradition

- b) competition
  - c) time
  - d) privacy
4. Choose the value which underlies the practice of denying compliments in the Belarusian culture.
- a) privacy
  - b) hospitality
  - c) modesty
  - d) sincerity
5. Write seven words frequently used in compliments.
6. Choose the right ending of the given sentence.  
Saying a compliment is an example of ...
- a) positive politeness
  - b) negative politeness
  - c) the maxim “Don’t be dogmatic”
  - d) the maxim “Be reluctant to what may distress or displease the partner”
  - e) the maxim “Don’t force the partner to act”
7. Find and correct the socio-cultural mistakes.  
A: I heard your new song. You are so talented!  
B: Thank you for the compliment, but, frankly speaking, I don’t think I deserve it.
8. Write an E-mail to Mr. Jones, the author of the article about cross-cultural differences which you’ve used in your research.
9. Interpret the following fact.  
Many American women give at least one compliment a day.
10. Interpret the following belief.  
Some Belarusians believe that compliment is a subtle way of suggesting that prior to the moment of praise, the person’s performance had been inadequate.

Test 14  
**Complaining**

1. Match the English words with their Russian equivalents.

1) Reluctant	a) жалоба
2) Complaint	b) высмеивать
3) Make a fuss	c) освистывать
4) Boo	d) возмущение
5) Jeer	e) суетиться
6) Resentment	f) неохотный
  
2. Choose the true statements.
  - a) Complaining to the English speaking conversational partner helps to shorten the distance.
  - b) Americans are more likely to cope on their own.
  - c) Belarusians generally complain in a rather apologetic manner.
  - d) Your American and British friends will encourage you if you complain to them.
  - e) British people are said to be reluctant to complain.
  - f) The English speakers may talk about global, impersonal problems.
  
3. Make the sentences using all the words.
  - a) you, could, you, loudly, think, speak, do, less?
  - b) the, husband, of, Mary, to, is, get, about, I'm, rather, beginning, way, tired, talking, her.
  - c) work, harder, you, could.
  
4. Choose the value which underlies solving one's own problems without asking for help.
  - a) individualism
  - b) equality
  - c) future
  - d) collectivism
  
5. Choose the value which underlies the tradition of Belarusians to share personal problems with their conversational partners.
  - a) equality

- b) collectivism
  - c) sincerity
  - d) hospitality
6. Write the difference between British/American and Belarusian cultures in their attitude towards complaining.
7. Choose the questions which are not included in the algorithm “What to do when you face a problem”.
- a) What are some solutions?
  - b) Is it safe?
  - c) What will it make people feel?
  - d) Who is guilty?
  - e) Is it fair?
  - f) Will it work?
  - g) How to punish the guilty person?
8. Choose the reason why many Americans don't call in with their personal problems.
- a) because they don't want to hear them
  - b) because they value time
  - c) because the telephone calls are very expensive
  - d) because they are not good psychologists
9. Choose the answer the British often use when they are told something they disapprove of.
- a) I strongly disapprove!
  - b) He/she would...
  - c) Don't trouble me.
  - d) He/she is wrong.
10. Correct the socio-cultural mistake.  
I don't want to be difficult but... I've lost the taste of life. The life seems aimless.
11. Interpret the following belief.  
Americans believe that there is nothing they cannot accomplish, that solutions wait somewhere for all problems.

12. Interpret the following Belarusian proverb.

Гэта не я гавару – гэта гора маё гаворыць.

### Test 15

#### Giving advice

1. Choose the true statements.
  - a) The British don't particularly like to give advice.
  - b) When giving advice, it's important to use forms such as "*You must*".
  - c) When offering advice the British may say "*I tried doing this, and it worked for me*".
  - d) Belarusians expect to get a piece of advice when they complain to their conversational partners.
  
2. Choose the meaning of the word "to be impinged".
  - a) to be inspired
  - b) to be imposed
  - c) to be accepted and liked
  - d) to be shocked
  
3. Choose the value which underlies avoidance of giving advice.
  - a) collectivism
  - b) health
  - c) modesty
  - d) privacy
  
4. Choose the value which underlies the tactic of verbal behaviour of Belarusians such as giving advice.
  - a) individualism
  - b) equality
  - c) collectivism
  - d) modesty
  
5. Write down the word to finish the English saying "Give nor counsel nor salt till you're (a)...".

6. Choose people whom Americans often address to get a piece of advice.
- newspaper columnists
  - neighbours
  - companions
  - members of the local counsel
7. Correct the socio-cultural mistake.
- L: How are you, Janet?  
J: I'm fine, thank you. And how are you, Lena?  
L: Thanks, not bad. But you look tired. I'm your friend, you know... Well... Janet, you definitely need a rest.
8. Write an E-mail to Jenifer, a student who hasn't passed her exam on British studies.
9. Interpret the following saying.  
Americans are more likely to cope on their own, and refuse to ask for directions when they are driving. I'm especially bad in this respect! I feel a loss of self-esteem if I have to ask for directions! I realize that I am wasting time, but it is a matter of pride to be able to get anywhere with a map.
10. Interpret the following Belarusian proverb.  
Адна галава добра, а дзьева яшчэ лепей.

#### Т Е М А 4

### МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ

#### Test 16

### Cross-cultural communication

1. Choose the definition of the term "cross-cultural communication".
- communication between people who share a common culture
  - a transactional, symbolic process involving the attribution of meaning between people from different cultures
  - verbal messages

- d) the way people use language which combines verbal and nonverbal elements, and it helps listeners understand how to interpret verbal messages
2. Write the synonym for the term “cross-cultural communication”.
  3. Write five reasons to study “cross-cultural communication”.
  4. Choose the term to name a world in which communication technology brings news and information to the most remote parts of the world.
    - a) global village
    - b) Internet
    - c) TV, radio, etc.
    - d) communication
  5. Choose the right characteristics of communication.
    - a) communication is symbolic
    - b) communication is a process involving several components
    - c) communication is finding out information
    - d) communication involves sharing and negotiating meaning
    - e) communication is dynamic
    - f) communication does not have to be intentional
  6. Complete the sentences.
    1. The study of intercultural communication begins as a journey into another culture and reality and ends as a journey into (a) ... .
    2. They measure us against (b) ... (perhaps the only ones with which they are familiar).
    3. (c) ... taking things for granted – stepping outside your behaviour and seeing that your behaviour is determined by your specific culture – is the base requirement for successful (d) ... .
    4. When we communicate, we assume that the other person takes the meaning that we (e) ... .
    5. Polite usage closely relates to two perceptual categories of communication behaviour: (f) ... and (g) ....

7. Choose the wrong statements.
- communication as a symbolic process whereby meaning is shared and negotiated
  - when we are communicating, we are creating, maintaining, or sharing meaning
  - one needs to realize that there is a possibility, particularly in intercultural encounters, that you will be misunderstood
  - communication involves tossing “message balls” back and forth, such that one person sends a single message and the other person receives it
  - a difference in codability means that people can say certain things in one language more quickly and more accurately than in another
  - language influences the way we think
8. Choose the linguists who suggested that language influences the way we think.
- E. Sapir
  - B. Whorf
  - R. Lado
  - E. Hall

## Т Е М А 5

### МЕЖКУЛЬТУРНОЕ НЕПОНИМАНИЕ

#### Test 17

#### Cross-cultural misunderstanding

1. Match the English words with their Russian equivalents.

- |                    |                      |
|--------------------|----------------------|
| 1) Judgment        | a) ослаблять         |
| 2) Impediment      | b) загадочный        |
| 3) Debilitate      | c) препятствие       |
| 4) Disparagement   | d) самоэффективность |
| 5) Prophecy        | e) противоречивый    |
| 6) Discrepant      | f) несовместимость   |
| 7) Incompatibility | g) мнение            |

- |                  |                  |
|------------------|------------------|
| 8) Inscrutable   | h) пренебрежение |
| 9) Self-efficacy | j) пророчество   |

2. Match the terms with their definitions.

- |                  |  |
|------------------|--|
| 1) Ethnocentrism | a) negative attitude toward a cultural group based on little or no experience        |
| 2) Stereotype    | b) the belief that one's own cultural group is superior to all other cultural groups |
| 3) Prejudice     | c) widely held belief about another person or group of people                        |

3. Choose the true statements.

- a) Believing that one's own country and culture are good is not bad in itself.
- b) Ethnocentrism is extreme to the point that one cannot believe that another culture's values are equally good or worthy.
- c) It's easy to see our own ethnocentrism.
- d) The judgments that people make about regional differences within a country are similar to those they make about people from another culture.
- e) The important differences in communication create problems of incorrect judgments among members of diverse groups.
- f) Prejudice operates at a conscious level.
- g) The social functions of prejudice include adjustment, ego-defensive and value-expressive functions.
- h) In intercultural conflicts we may be unsure of how to handle the conflict, but the other person may not even think there is a conflict.

4. Put in the right order the parts of a sentence which is necessary to evaluate the differences in cross-cultural communication.

- a) judge her
- b) of what
- c) communication style
- d) I won't
- e) is an acceptable
- f) according to my standards

5. Give the definition of conflict.
6. Choose the wrong point to consider when people from another culture seem to be communicating in “mysterious ways”.
  - a) It is possible that the way they speak reflects gender differences.
  - b) Your success in developing cross-cultural rapport is directly related to your ability to understand others’ culturally influenced communication styles.
  - c) Your ways seem as “mysterious” to others as their ways seem to you.
  - d) It is often valuable to talk about cultural differences in communication styles before they result in serious misunderstandings.
7. Correct the mistakes.
  1. The distance of (a) *avoidance* is the least ethnocentric and is characterized by insensitivity when communicating with those from other cultures as when, for example, talking to them as if they were children by using very simple words and phrases and exaggerated gestures.
  2. The distance of avoidance is one associated with (b) *high* ethnocentrism and is shown by the general avoidance of communication with those from other cultures.
  3. The distance of disparagement is shown by verbal (c) *structures*, such as nicknames and sayings used to (d) *praise* others.
  4. (e) *Cultural* shock normally becomes evident after the initial excitement of encountering a new culture.
8. Choose the sources of stereotypes.
  - a) family
  - b) negative experience
  - c) mass media
  - d) films
  - e) language
9. Choose the most important factors explaining culture shock.
  - a) loss of control
  - b) discrepant expectations

- c) lack of social support
- d) motivation
- e) insufficient social skills

**10. Complete the sentences.**

1. Perceived (a) ... between us and people of the host culture results in a lack of a sense of control.
2. Several additional factors cause lack of control and poor relationships: a history of conflict, cultural distance, ignorance of the other culture, low (b) ... in the local language, lack of friends.
3. When a combination of these factors is present, a person is likely to (c) ... culture shock.
4. The feelings of lack of control, incompetence and depression may result in (d) ... toward members of the other culture, mistakes in the (e) ... of the other person's behaviour, and the inability to (f) ... the other's acts.
5. These feelings have the effect of creating more negative intergroup (g)..., avoidance, and much formal social behaviour.
6. As interaction takes place, stereotypes dominate perceptions, and people (h) ... the situations which further decreases their sense of control, causing considerable culture shock.

**11. Give a few examples of symptoms of culture shock.**

Test 18  
**Stereotyping**

1. Write down the official names of two European countries where English is the first official language.
2. Choose the meaning of the term "ethnocentrism".
  - a) the geographical centre of a country
  - b) psychological states that influence overt behaviour and distort perception

- c) person's value
- d) the influence of one's own culture on the perception and evaluation of the foreign culture

**3. Choose the true statements.**

- a) Some people are ethnocentric, some are not.
- b) People consider their own culture as the standard against which to judge others.
- c) Ethnocentrism makes us feel superior to those who are different from us.
- d) Positive stereotypes are helpful, and negative ones are harmful.
- e) The British are conservative.
- f) The British are not so cold as they are reputed to be.

**4. Choose the value which underlies the fact that British people do form queues whenever they are waiting for something.**

- a) conservatism
- b) individualism
- c) equality
- d) sincerity

**5. Correct the socio-cultural mistake.**

When I hear stereotypical statements or questions I become angry!

**6. Choose the wrong statements.**

- a) The British tend to be attributed with certain characteristics which are supposedly typical.
- b) In their private everyday lives the British as individuals are probably more inclined to follow tradition than are the people of most other countries.
- c) The English language has more sayings or proverbs that are in common everyday use than many other languages do.
- d) The traditional "British" (or "English") breakfast is a large "fry-up" (several items fried together – eggs, bacon, sausages, tomatoes, mushrooms, bread, etc.) preceded by cereal with milk and followed by toast, butter and marmalade.

- e) What is often regarded as typically British may in fact be only typically English.
- f) The British are a nation of tea-drinkers.
- g) The British hate having to wait and have less patience than people in many other countries.
- 7.** Choose the words and structures that are not used in the U. S. and make Americans smile.
- a) lovely
- b) holiday
- c) Have a nice day !
- d) smashing
- e) cool
- f) brilliant
- 8.** Choose the value which explains why the British say “That’s no problem” when they know that it will be a big problem.
- a) love for tradition
- b) modesty
- c) privacy
- d) respect
- 9.** Write down a few things about which Americans complain in Britain.
- 10.** Choose the situations in which Americans say “Excuse me”.
- a) when they pass close by another person in a store
- b) when they request that you let them pass to get off the bus
- c) when they put feet up on the table
- d) when they cough unexpectedly during a lecture
- 11.** Explain the following beliefs.
- a) Britain is seen by some people in the Far East as a “has-been” nation.
- b) Some British people believe that Americans have no culture.
- c) Many Belarusians believe that Americans eat only hamburgers and drink Coca-Cola.

Test 19  
**Culture shock**

1. Choose the meaning of the abbreviation “RP”.
  - a) Respond, please
  - b) received pronunciation
  - c) remarkable parliament
  - d) rural planet
  
2. Match the British accents with the regions where they are spoken.

1) Cockney	a) The North
2) Geordie	b) London
3) Scottish dialect	c) south-east England
4) Estuary	d) Scotland
  
3. Write down the following phrases in British English.
  - a) He quick in everything.
  - b) You out of the game.
  - c) The boy be here soon.
  - d) What he want?
  - e) Shelby, he told us ...
  
4. Choose the true statements.
  - a) In the USA General American English (GAE) is the closest to a standard form and is heard on national television.
  - b) There are about twice as many speakers of American English as speakers of British English.
  - c) Americans use *-or* instead of *-our* in words like *color* and *flavor*.
  - d) The main dialect groups in the US are the Northern, the Midland and the Welsh.
  - e) Hispanic immigrants, especially in south-western states, want to continue to use their own language, and many Americans are afraid that this will divide the country.
  
5. Match the idioms with their meanings.

1) Achilles' heel	a) a noisy expression of public anger or disapproval
2) Hue and cry	



- f) pay attention to face
- g) be competitive
- h) judge the success of negotiations in terms of obtaining concrete goals

**2. Complete the sentence.**

Collectivists have a tendency to focus on the (a) ... and maintaining (b) ...; pay attention to face; (c) ... direct confrontation; seek (d) ...; be less concerned by (e) ...; give due consideration to (f) ... and experience as well as facts; perform as a (g) ...; consider the wider (h) ... of the negotiations; and judge negotiations to be successful if mutually beneficial (i) ... have been achieved while preserving reputations and good relationships.

**3. Choose the definition of ethnorelativism.**

- a) a willingness to take account of the belief, norms, values and practices of other cultures when interpreting and judging the behaviour of those who belong to them
- b) a system of words or nonverbal behaviour that has acquired certain arbitrary meaning within a culture
- c) our feeling that we can control the environment
- d) the belief that one's own cultural group is superior to all other cultural groups

**4. Match the stages of ethnorelativism with their characteristics.**

- |                              |  |
|------------------------------|--|
| 1) Interaction understanding | a) the willingness to provide active and appropriate non-verbal and verbal encouragement to those from other cultures so that they may feel fully included in communication encounters |
| 2) Interaction respect       | b) the sensitive use of verbal and nonverbal communication in order to gain a full understanding of both out-groups members' sense of identity and the content of their communication  |
| 3) Interaction support       | c) carefully checking that our interpretations of their communicative behaviour are correct  |

5. Match the conflict resolution styles with sayings.

- |                            |   |
|----------------------------|---|
| 1) The discussion style    | a) The first to raise their voice loses the argument. |
| 2) The engagement style    | b) After a storm, fair weather; after sorrow, joy.    |
| 3) The accommodating style | c) What is nearest the heart is nearest the mouth.    |

6. Correct the mistakes.

1. The (a) *dynamic* conflict resolution style combines the direct and emotionally restrained dimensions and emphasizes a verbally direct approach for dealing with disagreements.
2. The (b) *discussion* style views intense verbal and nonverbal expression of emotion as demonstrating sincerity and willingness to engage intensely to resolve conflict.
3. The (c) *engagement* style emphasizes an indirect approach for dealing with conflict and a more emotionally restrained manner.
4. The (d) *accommodating* style uses an indirect style of communicating along with a more emotionally intense expressiveness.

7. Choose the true statements.

- a) All the conflict resolution styles can be found in any one cultural group.
- b) The discussion conflict resolution style is identified as the predominant style preferred by many Americans, Europeans, Australians, and New Zealanders.
- c) If newcomers have a good grasp of the language, they will not have much difficulty in a new country.
- d) People always go through all the phases of adjustment.
- e) Coming home people experience reentry shock.
- f) Those who perceive the world through the same lens – be it wide-angle or narrow – feel more comfortable with others who share the same perceptual orientation.

- 8.** Arrange the phases of adjustment in the right order.
- culture shock
  - initial adjustment
  - honeymoon period
  - mental isolation
  - acceptance and integration
- 9.** Match the stages of competence with their characteristics.
- |                             |  |
|-----------------------------|--|
| 1) Unconscious incompetence | a) where we modify our behaviour to take into account the fact that we are communicating with a person from another culture  |
| 2) Conscious incompetence   | b) where we misinterpret the other's behaviour but are not aware of it   |
| 3) Conscious competence     | c) where the correct communication pattern has become such a part of our habit structure that we no longer have to think about using a different pattern with persons from another culture |
| 4) Unconscious competence   | d) where we are aware that we misinterpret others' behaviour but do not know what to do about it   |
- 10.** Choose the definition of the term "isomorphic attribution".
- When we make predictions about the effects of their communication on others.
  - When we adjust again to the home environment.
  - When we give the same meaning to the behaviour of others that they give.
  - When we deal with conflict.
- 11.** Insert the missing words.
- Dean Barnlund has developed the formula for measuring communicative success in person-to-person interaction: the degree of similarity of partners' belief systems, (a) ... and their communicative styles.

## Test 21

### Adjustment to a new culture

1. Choose the meaning of the idiom “a fish out of water”.
  - a) dead fish
  - b) the state of the person who is living in a new culture
  - c) openness to different points of view
  - d) the person who is travelling abroad
  
2. Choose the meaning of the term “culture shock”.
  - a) psychological and physical discomfort from intercultural contact
  - b) the relational aspect of communication
  - c) the willingness to make the effort required to reduce uncertainty in intercultural interaction
  - d) the feeling that one can control the environment
  
3. Write down the names of the given phases of adjustment.
  - a) Frankly speaking, I do not feel that there are many pleasures for me in the United States right now. I am still seriously homesick, but I am getting better. I understand that this is the adjustment period. Hopefully, I will be back to normal soon. I think that when shock and frustration fade away, confidence and certainty of feeling will appear. I do believe that there are pleasures awaiting me.
  - b) My feelings about living in a new country are quite complicated, but I can put them in one word: “marvelous”. Everything seems wonderful and fresh to me. You can always learn something new every minute. And you can never tell what will happen the next minute.
  - c) When I arrived in this country I could only say, “Thank you” and “Good-bye”. In spite of that, I had to get an apartment. My situation was really miserable because I couldn’t understand what the managers were saying. They spoke so fast that I didn’t understand anything, except “OK?” or “All right?” I almost started crying like a child on the street.

4. Choose the factors which influence the adjustment to a new culture.
- motivation
  - language and cultural knowledge
  - personality
  - health
  - social status
  - degree of ethnocentrism
5. Complete the sentences.
- Culture shock, while common, can be avoided through proper (a) ... .
  - Learning the host language provides a sense of being in (b) ... in the host culture.
  - Lambert has argued that learning languages is one way to improve (c) ... .
  - One must learn to make the same (d) ... in explaining the behaviour of the hosts that the hosts make in explaining their own behaviour.
  - The following traps occur in most intercultural encounters: the overgeneralizations, the (e) ... of what is different, the casting of the new experiences into the framework of (f) ..., the maximizing of the in-group's (g) ... features.
6. Correct the mistakes.
- Americans are very frequently (a) *bilingual*.
  - The most important factor is a sense of (b) *control* and confidence in being able to learn additional languages.
  - The individual who succeeds abroad is one who is highly (c) *educated* and who is committed to and interested in being involved in the local culture.
  - People who are (d) *narrow* categorizers adjust to new environments better.
  - Predictors of success abroad include cultural (e) *knowledge*, or the ability to substitute activities in the host culture for own culture valued activities.

7. Write down the word which means the phenomenon when we tend to see events as identical to our own experiences.
8. Write down a few desirable qualities which help person's adjusting to a new culture.
9. Write down the type of intercultural conflict in the dialogue.  
 (After a 3-hour reception of a foreign delegation at a Belarusian school, which included the speech about the hosting educational establishment, lunch, the forum with Belarusian students and supper)  
 NON - USER OF ENGLISH: Что иностранцы говорили Вам о приеме?  
 INTERPRETER: Им понравились учащиеся.  
 NON - USER OF ENGLISH: Что они сказали Вам о приеме?  
 INTERPRETER: Они сказали, что им очень понравились наши студенты, их вопросы.  
 NON - USER OF ENGLISH: Очень странно...
10. Explain the following saying about Americans.  
 While the mistress of the house always stayed in the drawing room to entertain the guests, her husband – supposedly the master of the house – worked like a servant and busily moved around in and out of the room. This was the reverse of the custom in our country. How strange!

Т Е М А 7  
**ИЗУЧЕНИЕ КУЛЬТУРЫ**

Test 22  
**Learning culture**

1. Match the English words with their Russian equivalents.
- |              |                   |
|--------------|-------------------|
| 1) Replicate | a) правдоподобный |
| 2) Apparent  | b) повторить      |
| 3) Rival     | c) гипотеза       |
| 4) Eliminate | d) видимый        |

- |               |                     |
|---------------|---------------------|
| 5) Plausible  | e) последовательный |
| 6) Hypothesis | f) конкурирующий    |
| 7) Consistent | g) выборка          |
| 8) Sample     | h) исключить        |

2. Add the missing trap which a cross-cultural researcher should avoid.
- The two cultures may have a different definition of the concept under consideration.
  - The instructions may not be understood the same way.
  - The reactions to the experimenter may be different.
  - The meaning of the test situation is not always the same.
  - Some people panic in test situations and thus do very badly.
  - Response sets differ across cultures.
  - The two samples, in the two cultures, may not have been strictly equivalent.
  - The ethical acceptability of the method may not have been the same.
3. Complete the sentences.
- Good cross-cultural research is like ordinary social research, only it is (a) ... .
  - The cultures that we select should differ in all sorts of ways, except that they should be ranked on one clear (b) ... .
  - In cross-cultural studies it is necessary to establish many (c) ... between cultures before it is possible to establish a (d) ... .
  - Emics are studied (e) ... the system in one culture, etics are studied (f) ... the system in more than one culture.
  - (g) ..., (h) ..., and (j) ... are “respondent” methods; the subject is responding to stimuli presented by the researcher.
  - We will expect trouble when the same form has different classification in two cultures: the foreign observer gives to the entire pattern the (k) ... of that different classification of one element.
4. Correct the mistakes.
- Ethnographic work is based on (a) *reading*, with some questioning of informants and occasionally an (b) *apparent hypothesis*. In such work an anthropologist spends one or two (c) *weeks* among a group

of people as a (d) *VIP*. After learning the local (e) *customs*, the scientist becomes a member of the (f) *family* and often assumes one of the existing roles within the culture. After that, observations can be done informally or formally using (g) *obtained experience*.

**5. Choose the true statements.**

- a) We need to study the meaning of constructs, in the relevant cultures, independently of their measurement.
- b) It is a good strategy to develop a research method in Belarus and use it in an English speaking country.
- c) Cultural difference must be demonstrated with more than one method.
- d) Using two criteria – length of time to respond, percentage of the triads that agree – the researchers can pick those elements of culture that are widely shared.
- e) At the initial stages of the research, when we know little about the culture, lack good hypotheses, and are dealing with respondents who are not familiar with social science methodologies, it is best to use respondent methods.
- f) Respondent methods are more likely to result in cultural differences due to the method.
- g) Describing what any number of informants do in a culture constitutes a structural description of the culture.
- h) Systematic observation of the culture in operation will do much to eliminate the errors that the interviews will inevitably introduce in our data.

**6. Match the terms with their definitions.**

- |         |  |
|---------|--|
| 1) Etic | a) universal cultural elements         |
| 2) Emic | b) cultural-specific cultural elements |
|         | c) national cultural elements          |

**7. Give three six research methods in cross-cultural studies.**

**8. Give the opposite for the term “respondent method”.**

9. Choose the ethical requirements to a cross-cultural research.
- a) Ethical research requires that subjects are informed about the study before they give their consent to participate.
  - b) If risks beyond those of ordinary life are involved in a research method, it is essential that the risks be explained to the subjects, and the subjects should have the opportunity to decline participation.
  - c) The researcher needs to be discouraged.
  - d) The researcher must leave something of value in the culture.
  - e) It is wise to ask ourselves whether ethnocentric and androcentric biases have coloured the reported findings, interpretations, and conclusions.
10. Give a few examples of questions in an interview you'd like to conduct in an English speaking country.

Т Е М А 8  
**ОБУЧЕНИЕ ИНОСТРАННОЙ КУЛЬТУРЕ**

Test 23

**Intercultural mediation**

1. Match the terms with their definitions.
- |   |   |
|---|---|
| 1) Historical approach to culture study   | a) it is based on the observation, data collection and analysis of mostly oral phenomena; it understands the present by viewing current events in the light of their social diversity and their relation to other contemporary events |
| 2) Ethnographic approach to culture study | b) it is based on the written tradition of texts; it understands the present and imagines the future in the light of the past   |
2. Choose the true statements.
- a) A course which disregards culture can produce students who are eager to try their language skills in real-life communicative situations.
  - b) Once negative impressions are formed, they are difficult to change.

- c) Psychological research suggests that predictability of an event perceived as negative may cause greater anxiety than no predictability at all.
- d) When people believe that control is mediated externally, they are less anxious than when the origin of control is within themselves.
- e) Behavioural change leads to attitude change.
- f) The most difficult condition to transfer the skills obtained in the native culture is the one where the environment looks the same, but a very different behaviour is correct.

3. Complete the sentences.

- 1. Culture is transmitted verbally and (a) ..., transmitted within an integrated (b) ... and acquired gradually, through repeated exposure to similar (c) ... .
- 2. The figure of the intercultural mediator originates from the need to reconcile different interests and to safeguard some cultural (d) ... as well as some (e) ... characteristics. The mediator is a specialist who has to know all about intercultural (f) ... and who needs to keep always up to (g) ... .
- 3. The socio-cultural competence helps to (h) ... and bring different cultural systems into relation with one another, to interpret socially distinctive variations within a foreign cultural system, and to manage the (j) ... and resistances peculiar to intercultural communication, which we refer to as (k) ... .

4. Correct the mistakes.

Learning a foreign culture is based on seven principles: 1. The cultural generalizations are descriptions of commonly observed patterns; they (a) *are* true for every member of a given culture. 2. Cultural generalizations are different from stereotypes: (b) *stereotypes* provide insight into learned behaviours often demonstrated by many people of a given group. 3. There are only (c) "*rights*" and "*wrongs*". What is appropriate in one culture may be inappropriate in another culture. 4. All cultures have values and ideals that their members say are true, but people's behaviour (d) *always* reflect those values. 5. Culture (e) *illustrates* all behaviour. 6. It is best

not to (f) *notice* either cultural differences or cultural similarities.  
7. The more one learns about (g) *himself/herself*, the more one sees one's own culture more clearly.

**5. Choose the wrong statement.**

The benefits of intercultural relations include:

- a) learning about the world
- b) improved communication
- c) acquiring new skills
- d) breaking stereotypes

**6. Give the synonym for the term "intercultural mediator".**

**7. Write down the missing requisites of intercultural mediator.**

- a) a good command of the foreign language
- b) a good knowledge of history, culture and religion of the countries
- c) solid learning skills and knowledge of communication processes
- d) the ability to identify areas of conflict in the relationship between two given communities
- e) the ability to explain conflicting behaviours and beliefs
- f) the ability to mediate between conflicting behaviours and beliefs, resolving conflict or negotiating acceptance of irresolvable conflict
- g) the ability to evaluate the quality of an explanatory system
- h) the ability to construct such a system on the basis of data from an interlocutor from a specific cultural background

**8. Match the attitudes to other cultures and their reflections.**

- |   |  |
|---|--|
| 1) Attitude of unquestioned superiority                       | a) there is a desire to reduce or eliminate any feeling of superiority, even if there is actually no informed recognition of the worth and validity of the other culture   |
| 2) Attitude of recognizing the principle of cultural equality | b) accompanied by a wide range of emotions – indifference to other cultures, feeling sorry for other cultures, having a rather patronizing concern to "help" them, through to outright dislike and contempt for them |
| 3) Attitude of genuine exploration                            |  |

c) when people seek to see the other culture from its own perspectives and not judge it by external values. Its internal logic, its validity, its strengths are slowly uncovered and genuine respect emerges.

**9.** Match the coping strategies with their meanings.

- |                       |   |
|-----------------------|---|
| 1) Fight              | a) reinterpreting the situation as less threatening |
| 2) Flight             | b) taking direct action against the situation       |
| 3) Benign reappraisal | c) escaping the situation                           |

**10.** Restore the conditions of successful modeling which are necessary to skill mastery.

- a, match, the, modeled, and, psychological, learner, model, the, between, the, event.
- similar, perception, model, the, to, learners', is, that, themselves.
- trials, with, models, with, experience, threatening, variety, of, the, multiple, and, observations, a, situation.
- positive, to, learner, potentially, observation, consequences, the, related, situation, of, negative.
- to, repeated, anxiety, over, long, exposure, which, are, overcome, graduated, enough, time, last, to, initial, tasks, and.
- event, learner, that, judgments, with, "can do / can cope", the, self-efficacy, s/he.

**11.** Choose the exercise aimed to lessening culture shock.

- modifying one's own behaviour
- telling students about the things which may cause the greatest problems, i. e., the differences, and provide readings on the subject
- mini-drama, a discussion of examples of miscommunication
- role-play exercises and cultural simulations

**12.** Give an example when a Belarusian student of English may experience a negative behavioural reaction in the target culture.

Test 24  
**Teaching culture**

1. Write down the missing condition of successful modeling.
  - a) psychological matching
  - b) similarity of the model
  - c) variety of models and observation trials
  - d) repeated exposure to graduated tasks
  - e) learners' "can do" judgments
  
2. Choose the true statements.
  - a) Modeling of an event which learners fear is more likely to have a positive effect if the learner observes consequences which are negative.
  - b) Psychological matching means that the modeled event matches the learner in terms of skills complexity, function of the behaviour, and value perceived by the observer.
  - c) Cross-cultural educators may introduce students to a variety of models through films, visitors, team teaching, peer teaching, and teaching by students who have successfully completed the course or are in the next level.
  - d) Behavioural change takes time, with gradual approaches to the new goal, in steps.
  - e) An outsider within a matter of months or even years, adequately can transcend his/her own culture.
  - f) An outsider can, within a matter of months or even years, adequately understand, explain, and describe a foreign culture.
  - g) People learn to cope with events they initially feared or perceived as negative through observation of the model, gradually approaching the feared behaviour, to actual joint performance of the feared behaviour.
  
3. Complete the sentences.
  1. (a) ... judgments about one's own ability actually cause increased efforts in future situations, which influences actual subsequent success.
  2. People learn about their (b) ... through feedback from others.

3. Learners also verify their behaviour by (c) ... it with the judgment of others.
  4. Learners' "can do" judgments are influenced by (d) ... standards of success.
  5. It is important that cross-cultural educators organize instruction in such a way that students set up attainment goals, engage in (e) ... and (f) ... .
4. Correct the mistakes.
1. Models whom learners perceive as (a) *dissimilar* to themselves provide greater psychological matches.
  2. Models perceived as more (b) *culturally exotic* might be more effective in initial stages of learning.
  3. Social learning theory suggests that after observation the model (c) *should* immediately perform the feared behaviour.
  4. (d) *Negative* judgments about other people influence our positive beliefs about coping with them, our positive behaviour toward them, and their behaviour toward us.
5. Match the criteria to judge the degree of mastery to cope in future situations with examples.
- |                                       |   |
|---------------------------------------|---|
| 1) Difficulty of the task             | a) the less effort it takes for learners to accomplish the task, the greater their feelings of success                          |
| 2) Amount of effort and time expended | b) learners have greater feelings of success by accomplishing tasks they perceive as difficult than those they perceive as easy |
| 3) Amount of external aid received    | c) the more difficult the situation, the greater learner belief in their ability  |
| 4) Situational circumstances          | d) the less anxiety learners feel while accomplishing the task, the better they feel about their ability                        |
| 5) Emotional arousal                  | e) the less aid received, the greater are learner feelings of mastery   |

6. Match the exercises with the skills they develop.

- |  |                          |
|--|--------------------------|
| 1) You talk to an English language speaker and describe the verbal behaviour of Belarusians in a problem situation.                            | a) attribution skills    |
| 2) Why do Russian / Belarusian and English language speakers differ in their complimenting behaviour? What do they value?                      | b) transmission skills   |
| 3) Imagine you work for an American newspaper in the advice column. Read the letters below and write the answers to be published in the paper. | c) interpretation skills |
| 4) Imagine you talk to an English language speaker. Interpret the following Belarusian proverb...  | d) modification skills   |

Репозиторий БарГУ

## КЛЮЧИ

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### Т е м а 1

#### Предмет и содержание культуры

##### Test 1

##### What is culture?

1. b; d. 2. a) humanities; b) works of art; c) social sciences; d) ways of thinking; e) fixed; f) internally; g) no. 3. 1e; 2f; 3a; 4b; 5d; 6c. 4. a) achievement culture; b) behaviour culture; c) self-image; d) psychological questions of culture. 5. a; c; e, g. 6. a) literature; b) music; c) values; d) institutions; e) habits; f) food. 7. a; e; b; d; c. 8. e. 9. age; differences in education within the society; differing perspectives or behaviour associated with different class or status in the society, and the development of new perspectives by sections of the society. 10. Smaller groupings based on a range of factors such as wealth, education, interests and pastimes, profession, religion, marital or parental status, area of residence, region of origin, way of speaking (dialect), and so on. 11. E.g., dishes for breakfast.

##### Test 2

##### Value system

1. c. 2. a. 3. 1f; 2g; 3c; 4b; 5a; 6d; 7e. 4. a) equality; b) privacy; c) individualism. 5. b; d. 6. a; b. 7. a) individualism; b) privacy; c) hospitality; d) empathy; e) individualistic-collectivist. 8. 1b; 2a. 9. c. 10. a) individualism; b) collectivism; c) respect for the old; d) collectivism; e) hospitality.

##### Test 3

##### Formation of values

1. 1c; 2a; 3b; 4d; 5b. 2. b; d. 3. a. 4. a) privacy; b) materialism; c) collectivism; d) future or progress; e) individualism and hard work. 5. b; e. 6. a) listening; b) encourage; c) everyone; d) explain; e) complete. 7. a) Specific; b) Measurable; c) Action-oriented; d) Realistic; e) Timely. 8. a) work; b) improving; c) time; d) handbook. 9. b. 10. f; a; d; c; b; e.

## Т е м а 2

### Неречевое поведение носителей англоязычной и белорусской культур

#### Test 4

#### The role of nonverbal behaviour

1. a; d; e. 2. 1c; 2a; 3b. 3. a) visual; b) voice quality; c) touch; d) the actual words you say; e) away; f) angle. 4. a) 55; b) 38; c) 7; d) space; e) gesture; f) barriers. 5. 1d; 2a; 3b; 4c. 6. body language. 7. a. 8. a. 9. E.g., Northern Europeans, Australians, New Zealanders and Americans. 10. Never trust a person who doesn't look you in the eyes.

#### Test 5

#### Smile and distancing

1. a; b. 2. b; e. 3. 1 m; 45 cm; 15 cm. 4. a) shouldn't; b) 3,6; c) Belarus. 5. a) happiness; b) sadness; c) disgust; d) fear; e) anger; f) surprise; g) situations; h) relationships; j) politeness; k) disguise. 6. c; d. 7. a. 8. b. 9. g; c; e; a; f; d; b.

## Т е м а 3

### Речевое поведение носителей англоязычной и белорусской культур

#### Test 6

#### Verbal behaviour of English and Russian speakers

1. E. i., politeness is showing courtesy, respect and consideration to other people, acknowledging them, and not imposing unnecessarily on them. 2. 1c; 2g; 3f; 4e; 5a; 6b. 3. a) rule; b) negative politeness; c) positive politeness. 4. a; b; e; f; h. 5. a) please; b) thank you; c) be accepted; d) territory and self-determination; e) imposed on; f) talk more; g) interrupt more; h) expect to be interrupted; j) talk more loudly at times; k) talk more quickly; l) speak one at a time; m) use polite listening sounds; n) refrain from interrupting; p) give plenty of positive and respectful responses. 6. 1a, b, e; 2c, d, f, g. 7. a) avoiding; b) pessimistic; c) minimizing; d) deference; e) impinge on; f) could I have. 8. e; a; d; g; c; f; b. 9. c; e. 10. a; b; c; f. 11. 1b; 2a. 12. 2–3 seconds. 13. a) frankness; b) dislike; c) complaint; d) impatience; e) superiority. 14. No. The maxim “*Do not force the partner to act*” applies to the function of suasion.

#### Test 7

#### Communication styles

1. 1f; 2h; 3a; 4e; 5b; 6c; 7g; 8d. 2. 1a, b, d; 2c, e, f. 3. a. 4. 1a; 2b. 5. b; c; d. 6. a. 7. a) in the words; b) in the words and in the context; c) German; d) Americans; e) factual-

inductive. **8.** a) context; b) expectations; c) end; d) talkative; e) reserved. **9.** D used direct/low-context style, meanwhile Professor Desai used indirect/high-context style. **10.** a; c. **11.** c.

Test 8  
**Small talk**

**1.** c. **2.** c. **3.** Well, I'd better let you go. **4.** a; d. **5.** c; d; e. **6.** a) friendships; b) responsible; c) nothing; d) yourself; e) personal; f) readily; g) fully. **7.** b; c; d. **8.** 1e; 2c; 3f; 4a. **9.** 1a, c, e, f, 2b, d, g. **10.** c; b; a. **11.** a; b; c; e.

Test 9  
**Polite listening sounds**

**1.** b. **2.** d. **3.** a) comprehension; b) nonverbal; c) silent. **4.** b; c. **5.** d. **6.** b. **7.** E. g., *Right, yes, I see, uh, uhu.* **8.** Person B was listening silently and didn't show he followed the conversation nor checked his comprehension.

Test 10  
**Addressing people**

**1.** 1c; 2d; 3b; 4a. **2.** a; c; e, f. **3.** c. **4.** a. **5.** b. **6.** In the Belarusian culture in formal situations people (1) use partners' names and patronymics, (2) don't use titles; (3) in informal situations Belarusians comparatively seldom use partners' names. **7.** a) right; b) single; c) married; d) Excuse me. **8.** a) formal: people use their titles; b) she lived with a boyfriend; c) she was a very nice woman and Mr Erler needed to hire members of minorities (Garcia is a Hispanic surname); d) Mr Erler was a religious man and he found Ms' Garcia behaviour immoral; e) A5; B1; C2. **9.** c.

Test 11  
**Topic choice**

**1.** b; c; d. **2.** a; b; d; f. **3.** 1b; c; e; f; j; 2a, d; g; h. **4.** b. **5.** a) personal; b) I don't particularly like; c) likes; d) dislikes. **6.** E. g., teaching children, place of living, holidays. **7.** It's not acceptable to ask if the person liked something or didn't.

Test 12  
**Finding out information**

**1.** 1a; 2c; 3d; 4b. **2.** b; d; e. **3.** a) are interested; b) open; c) agree-with-me; d) seeking. **4.** a. **5.** c. **6.** It's impolite to ask the cost of the items, it's necessary to respect people's privacy. **7.** 1) c; 2) b; 3) d; 4) No, it was his duty.

Test 13  
**Saying compliments**

1. b; d; e. 2. a; c; e. 3. b. 4. c. 5. like, love, nice, good, beautiful, pretty, great. 6. a. 7. E.g., B: Thank you, Antony. It was done by inspiration.

Test 14  
**Complaining**

1. 1f; 2a; 3e; 4c; 5b; 6d. 2. b; d; e. 3. a) Do you think you could speak less loudly? b) I'm beginning to get rather tired of the way Mary is talking about her husband. c) You could work harder. 4. a. 5. b. 6. British and American people are reluctant to complain about personal problems. 7. d; g. 8. a. 9. b. 10. E. g., I don't want to be difficult. I hope I'll manage it.

Test 15  
**Giving advice**

1. a, c, d. 2. b. 3. d. 4. c. 5. a) asked. 6. a. 7. E.g., L: Thank you, Janet. I'm fine. I'm going to make a party. Maybe barbeque... Would you like to join us this weekend?

Т е м а 4  
**Межкультурная коммуникация**

Test 16  
**Cross-cultural communication**

1. b. 2. Intercultural communication. 3. Peace, economics, technology, self-awareness, ethics. 4. a. 5. a; b; d; e; f. 6. a) one's own culture; b) their standards; c) avoiding; d) intercultural communication; e) intend; f) hierarchy; g) rules. 7. d; f. 8. a; b.

Т е м а 5  
**Межкультурное непонимание**

Test 17  
**Cross-cultural misunderstanding**

1. 1g; 2c; 3a; 4h; 5j; 6e; 7f; 8b; 9d. 2. 1b; 2c; 3a. 3. a; b; d; e; g; h. 4. d; a; f; b; e; c. 5. A perceived or real incompatibility of goals, values, expectations, processes, or outcomes between two or more interdependent individuals or groups. 6. a. 7. a) indifference; b) moderate; c) abuse; d) belittle; e) culture. 8. a; b; c; d. 9. a; b; c; e. 10. a) dissimilarity; b) competence; c) experience; d) hostility; e) attributions; f) anticipate; g) attitudes; h) misinterpret. 11. E. g., homesickness; inability to work well; too much eating.

drinking, or sleeping; glorifying the native culture and emphasizing the negative in the new culture; avoidance of contact with people from the new culture; lack of ability to deal with even small problems; depression; serious physical reactions (such as headaches or body pains); anger; irritability; aggression towards the new culture, and even total withdrawal; excessive hand washing and concern for sanitation (quality of drinking water, food, cleanliness of dishes, bedding); fear of physical contact with others; insomnia, fatigue; feelings of helplessness; excessive fear of being cheated, robbed, or injured; overreaction to minor physical symptoms, such as minor aches or skin irritations; abuse of alcohol or drugs.

### Test 18 Stereotyping

1. 1) The United Kingdom of Great Britain and Northern Ireland; 2) The Irish Republic. 2. d. 3. b; c; f. 4. c. 5. Instead of getting angry it's more effective to explain why they are stereotypes or to joke. 6. b; c; d; f. 7. a; b; d; f. 8. c. 9. E.g., overcooked food, the smallness of the houses, bath instead of showers and the weather. 10. a; b; d.

### Test 19 Culture shock

1. b. 2. 1b; 2a; 3d; 4c. 3. a) He is quick in everything; b) You are out of the game; c) The boy will be here soon; d) What does he want? e) Shelby told us ... or He told us ... 4. a; c; e. 5. 1c; 2a; 3b; 4d; 5f; 6e; 7g. 6. a) 10 % or 15%; b) tolerant; c) uninterested; d) title; e) smartly; f) hands; g) please.

## Т е м а 6 Успешное межкультурное общение

### Test 20 Successful cross-cultural communication

1. a; c; d; e; g; h. 2. a) process; b) relationships; c) avoid; d) cooperation; e) deadlines; f) intuition; g) group; h) context; j) goals. 3. a. 4. 1b; 2c; 3a. 5. 1c; 2b; 3a. 6. a) discussion; b) engagement; c) accommodating; d) dynamic. 7. a; b; e; f. 8. c; a; b; d; e. 9. 1b; 2d; 3a; 4c. 10. c. 11. a) partners' perceptual orientations.

### Test 21 Adjustment to a new culture

1. b. 2. a. 3. a) initial adjustment; b) honeymoon period; c) culture shock. 4. a; b; c; f. 5. a) preparation; b) control; c) intelligence; d) attributions; e) rejection; f) one's own culture; g) positive. 6. a) monolingual; b) self-efficacy; c) motivated; d) broad; e) flexibility. 7. assimilation. 8. E. g., empathy; sociability; critical acceptance of stereotypes; openness

to different points of view; interest in the host culture; task orientation. **9.** goal conflict: showing hospitality (meals) vs. looking for a sister school.

## Т е м а 7

### Изучение культуры

#### Test 22

#### Learning culture”

**1.** 1b; 2d; 3f; 4h; 5a; 6c; 7e; 8g. **2.** The level of motivation of the two samples may be different. **3.** a) more difficult; b) variable; c) similarities; d) difference; e) within; f) outside; g) experiments; h) surveys; j) interviews; k) meaning. **4.** a) observations; b) experiment or survey; c) years; d) participant observer; e) language; f) culture; g) videotapes or films. **5.** a; c; d; f; h. **6.** 1a; 2 b. **7.** E. g., ethnographic work, establishing shared cognitions, interview, survey, experiment, content analysis, test. **8.** operant method. **9.** a; b; d; e.

## Т е м а 8

### Обучение иностранной культуре

#### Test 23

#### Intercultural mediation

**1.** 1b; 2a. **2.** b; c; e; f. **3.** a) non-verbally; b) context; c) events; d) values; e) distinctive; f) pedagogy; g) date; h) interpret; j) dysfunctions; k) conflict. **4.** a) may not hold; b) generalizations; c) cultural differences; d) may not; e) does not explain; f) overemphasize; g) others. **5.** b. **6.** cross-cultural educator. **7.** skills of mediation (attribution, transmission, interpretation, and modification skills). **8.** 1b; 2a; 3c. **9.** 1b; 2c; 3a. **10.** a) a psychological match between the learner, the model and the modeled event; b) learners' perception that the model is similar to themselves; c) experience with a variety of models, multiple observations and trials with the threatening situation; d) learner observation of positive consequences related to the potentially negative situation; e) repeated exposure to tasks which are graduated over time, and last long enough to overcome initial anxiety; f) learner self-efficacy judgments, that s/he “can do/can cope” with the event. **11.** a.

#### Test 24

#### Teaching culture

**1.** observation of positive consequences. **2.** b; c; d; g. **3.** a) positive; b) success; c) comparing; d) their own internal; e) self-correction; f) self-rewards. **4.** a) similar, b) similar to learners; c) should not; d) positive. **5.** 1b; 2a; 3e; 4c; 5d. **6.** 1b; 2a; 3d; 4c.

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**Практическое пособие  
для студентов лингвистических специальностей  
учреждений высшего образования**

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# Факультет иностраннных языков

БарГУ

Специальности:

- ✓ Английский язык. Немецкий язык;
- ✓ Немецкий язык. Английский язык;
- ✓ Иностраннный язык (английский). Информатика;
- ✓ Иностраннный язык (немецкий). Информатика;
- ✓ Иностраннный язык (английский). Белорусский язык и литература;
- ✓ Иностраннный язык (английский). Технология (обслуживающий труд).

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Особой популярностью у студентов пользуются курсы «Профессиональная культура», «Основы межкультурной коммуникации», «Методическая грамотность», «Видеотехнологии в обучении иностранным языкам» и др.

## ПОДГОТОВИТЕЛЬНЫЕ КУРСЫ

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*Срок обучения – 6,5 месяцев (5 часов по выходным дням один раз в месяц по каждому из выбранных предметов в дневное время).*

### Ускоренные вечерние подготовительные курсы

Предпочтительны для учащихся выпускных классов школ, гимназий, лицеев и средних специальных учебных заведений г. Барановичи.

*Срок обучения – 3,5 месяца (3 часа в неделю по каждому предмету в вечернее время).*

### Двухнедельные подготовительные курсы

Интенсивная подготовка по одному предмету централизованного тестирования.

*Срок обучения – 2 недели (4 часа в день по каждому предмету в вечернее время).*

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Учреждение образования  
"БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ  
УНИВЕРСИТЕТ"

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В университете функционируют секции и группы здоровья по различным видам спорта. Ежегодно проводятся круглогодичные спартакиады среди профессорско-преподавательского состава и сотрудников университета. Сборные команды достойно представляют университет на Республиканской универсиаде, на чемпионатах и кубках Республики Беларусь.