


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

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КАФЕДРА РОМАНО-GERMANСКИХ ЯЗЫКОВ

УТВЕРЖДАЮ  
Проректор по учебно-методической работе  
 Е.С. Сахарчук  
«27» апреля 2022 г.

**ФОНД ОЦЕНОЧНЫХ СРЕДСТВ  
ПО ДИСЦИПЛИНЕ**

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

45.05.01 Перевод и переводоведение  
шифр и наименование специальности

Лингвистическое обеспечение межгосударственных отношений  
специализация

Москва 2022

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Фонд оценочных средств рассмотрен и одобрен на заседании кафедры романо-германских языков

(протокол № 8 от «07» апреля 2022г.)

на заседании Учебно-методического совета МГТЭУ

(протокол № 1 от «27» апреля 2022г.)

Согласовано:

Представитель работодателя  
или объединения работодателей

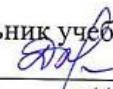


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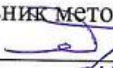
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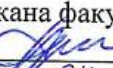
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## 1. ПАСПОРТ ФОНДА ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине «История первого иностранного языка и введение в спецфилологию»

1 - Перечень компетенций, формируемых в процессе освоения дисциплины

<b>Код компетенции</b>	<b>Наименование результата обучения</b>
УК-1	Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий
УК-2	Способен управлять проектом на всех этапах его жизненного цикла
УК-3	Способен организовывать и руководить работой команды, вырабатывая командную стратегию для достижения поставленной цели
УК-5	Способен анализировать и учитывать разнообразие культур в процессе межкультурного взаимодействия
ПК-5	Способен проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой
ПК-6	Способен оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию; выдвигать гипотезы и последовательно развивать аргументацию в их защиту на основе междисциплинарного подхода

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

## 2. ПЕРЕЧЕНЬ ОЦЕНОЧНЫХ СРЕДСТВ<sup>1</sup>

Таблица 2

№	Наименование оценочного средства	Характеристика оценочного средства	Представление оценочного средства в ФОС
1	Проект	Конечный продукт, получаемый в результате планирования и выполнения комплекса учебных и исследовательских заданий. Позволяет оценить умения обучающихся самостоятельно конструировать свои знания в процессе решения практических задач и проблем, ориентироваться в информационном пространстве и уровень сформированности аналитических, исследовательских навыков, навыков практического и творческого мышления. Может выполняться в индивидуальном порядке или группой обучающихся.	Темы групповых и/или индивидуальных проектов
2	Тест	Средство, позволяющее оценить уровень знаний обучающегося путем выбора им одного из нескольких вариантов ответов на поставленный вопрос. Возможно использование тестовых вопросов, предусматривающих ввод обучающимся короткого и однозначного ответа на поставленный вопрос.	Тестовые задания
3	Решение разноуровневых задач (заданий)	Задачи и задания творческого уровня, позволяющие оценивать и диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.	Комплект разноуровневых задач (заданий)

### **3. ОПИСАНИЕ ПОКАЗАТЕЛЕЙ И КРИТЕРИЕВ ОЦЕНИВАНИЯ КОМПЕТЕНЦИЙ**

Оценивание результатов обучения по дисциплине Практикум по межкультурной коммуникации (первый иностранный язык) осуществляется в соответствии с Положением о текущем контроле успеваемости и промежуточной аттестации обучающихся.

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

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

Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий <sup>2</sup> , формы и методы обучения, способствующие формированию и развитию компетенций <sup>3</sup>	Контролируемые разделы и темы дисциплины <sup>4</sup>	Оценочные средства, используемые для оценки уровня сформированности компетенции <sup>5</sup>	Критерии оценивания результатов обучения
УК-1	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>УК-1. 3-1.</i> Знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает принципы и методы лингвистического анализа текста/дискурса; не имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.

<sup>2</sup> Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

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

<sup>4</sup> Наименование темы (раздела) берется из рабочей программы дисциплины.

<sup>5</sup> Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

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

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

игра, портфолио...

<p>Базовый уровень Оценка, «зачтено», «удовлетворительно»</p>	<p><i>УК-1. 3-1.</i> Знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>Частично знает принципы и методы лингвистического анализа текста/дискурса; имеет представление об особенностях современного этапа и истории развития изучаемых языков.</p>
<p>Средний уровень Оценка «зачтено», «хорошо»</p>	<p><i>УК-1. 3-1.</i> Знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В основном знает принципы и методы лингвистического анализа текста/дискурса; имеет представление об особенностях современного этапа и истории развития изучаемых языков.</p>



		развития изучаемых языков.				
Высокий уровень Оценка «зачтено», «отлично»	УК-1.3-1. Знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве знает принципы и методы лингвистического анализа текста/дискурса; имеет системное представление об особенностях современного этапа и истории развития изучаемых языков.	
Умеет						
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-1.3-1. Умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков	

		развития изучаемых языков				
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-1.3-1. Умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков	
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<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p><i>УК-1.3-1.</i> Умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве умеет проводить лингвистический анализ текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков</p>
<p>Владеет</p>					
<p>Недостаточный уровень Оценка «незачтено», «неудовлетворительно»</p>	<p><i>УК-1.3-1.</i> Владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>Не владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.</p>
<p>Базовый уровень Оценка,</p>	<p><i>УК-1.3-1.</i> Владеет навыками</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at</p>	<p>Тестовые задания, выполнение проектов,</p>	<p>Частично владеет навыками лингвистического анализа</p>

	«зачтено», «удовлетворительно»	лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.		work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	решение разноуровневых задач	текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.
	Средний уровень Оценка «зачтено», «хорошо»	<i>УК-1.3-1.</i> Владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых языков.
	Высокий уровень Оценка «зачтено», «отлично»	<i>УК-1.3-1.</i> Владеет навыками лингвистического анализа текста/дискурса	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве владеет навыками лингвистического анализа текста/дискурса на основе системных знаний современного этапа и истории развития изучаемых

		а на основе системных знаний современного этапа и истории развития изучаемых языков.		Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		языков.
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УК-2	Знает					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-2.3-1. <i>Знает</i> необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.	
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-2.3-1. <i>Знает</i> необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично знает необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.	
Средний уровень Оценка «зачтено»,	УК-2.3-1. <i>Знает</i> необходимые для	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across	Тестовые задания, выполнение проектов,	В основном знает необходимые для осуществления профессиональной	

	«хорошо»	осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.		cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	решение разноуровневых задач	деятельности правовые нормы и методологические основы принятия управленческого решения.
	Высокий уровень Оценка «зачтено», «отлично»	УК-2.3-1. <i>Знает</i> необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве знает необходимые для осуществления профессиональной деятельности правовые нормы и методологические основы принятия управленческого решения.
Умеет						
	Недостаточный уровень Оценка «незачтено», «неудовлетво	УК-2.3-1. <i>Умеет</i> анализировать	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected.	Тестовые задания, выполнение проектов, решение	Не умеет анализировать альтернативные варианты решений для достижения намеченных результатов;

	рительно»	альтернативные варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ.		Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	разноуровневых задач	разрабатывать план, определять целевые этапы и основные направления работ.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-2.3-1. Умеет анализировать альтернативные варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет анализировать альтернативные варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ.
	Средний	УК-2.3-1.	Практические	Раздел 1. Culture and cultural	Тестовые	В основном умеет



<p>уровень Оценка «зачтено», «хорошо»</p>	<p><i>Умеет</i> анализировать альтернативны е варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ.</p>	<p>занятия</p>	<p>differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>задания, выполнение проектов, решение разноуровневых задач</p>	<p>анализировать альтернативные варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ.</p>
<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p><i>УК-2.3-1.</i> <i>Умеет</i> анализировать альтернативны е варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве умеет анализировать альтернативные варианты решений для достижения намеченных результатов; разрабатывать план, определять целевые этапы и основные направления работ..</p>

		направления работ.				
Владеет						
Недостаточный уровень Оценка «незначтено», «неудовлетворительно»	<i>УК-2.3-1. Владеет</i> методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не владеет умениями методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.	
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>УК-2.3-1. Владеет</i> методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично владеет методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.	

<p>Средний уровень Оценка «зачтено», «хорошо»</p>	<p><i>УК-2.3-1. Владеет методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.</i></p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В основном владеет методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.</p>
<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p><i>УК-2.3-1. Владеет методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.</i></p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве владеет методиками разработки цели и задач проекта; методами оценки продолжительности и стоимости проекта, а также потребности в ресурсах.</p>

УК-3	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-3. 3-1. <i>Знает</i> типологию и факторы формирования команд, способы социального взаимодействия.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает типологию и факторы формирования команд, способы социального взаимодействия.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-3. 3-1. <i>Знает</i> типологию и факторы формирования команд, способы социального взаимодействия.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично знает типологию и факторы формирования команд, способы социального взаимодействия.
	Средний уровень Оценка «зачтено», «хорошо»	УК-3. 3-1. <i>Знает</i> типологию и факторы формирования команд, способы социального взаимодействия.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном знает типологию и факторы формирования команд, способы социального взаимодействия.
Высокий уровень	УК-3. 3-1. <i>Знает</i>	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across	Тестовые задания, выполнение проектов,	В совершенстве знает типологию и факторы	

Оценка «зачтено», «отлично»	типологию и факторы формирования команд, способы социального взаимодействия.		cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	решение разноуровневых задач	формирования команд, способы социального взаимодействия.
Умеет					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-3.3-1. Умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.

		ного роста.				
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>УК-3.3-1. Умеет</i> действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.	
Средний уровень Оценка «зачтено», «хорошо»	<i>УК-3.3-1. Умеет</i> действовать в духе сотрудничества; принимать решения с	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures.	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации;	

		<p>соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.</p>		<p>Socializing with colleagues, entertaining business clients. Building personal relationships</p>		<p>проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.</p>
<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p>УК-3.3-1. <i>Умеет</i> действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального</p>	

		других; определять цели и работать в направлении личностного, образовательного и профессионального роста.				роста.
Владеет						
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	УК-3.3-1. <i>Владеет</i> навыками распределения ролей в условиях командного взаимодействия; методами оценки своих действий, планирования и управления временем	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не владеет навыками распределения ролей в условиях командного взаимодействия; методами оценки своих действий, планирования и управления временем	
Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-3.3-1. <i>Владеет</i> навыками распределения ролей в условиях командного	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues,	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично владеет навыками распределения ролей в условиях командного взаимодействия; методами оценки своих действий, планирования и	



		взаимодействи я; методами оценки своих действий, планирования и управления временем		entertaining business clients. Building personal relationships		управления временем
Средний уровень Оценка «зачтено», «хорошо»	УК-3.3-1. <i>Владеет</i> навыками распределения ролей в условиях коман дного взаимодействи я; методами оценки своих действий, планирования и управления временем	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном владеет навыками распределения ролей в условиях командного взаимодействия; методами оценки своих действий, планирования и управления временем	
Высокий уровень Оценка «зачтено», «отлично»	УК-3.3-1. <i>Владеет</i> навыками распределения ролей в условиях командн ого взаимодействи я; методами оценки своих действий,	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве владеет навыками распределения ролей в условиях командного взаимодействия; методами оценки своих действий, планирования и управления временем	

		планирования и управления временем				
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Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий <sup>6</sup> , работы, формы и методы обучения, способствующие формированию и развитию компетенций <sup>7</sup>	Контролируемые разделы и темы дисциплины <sup>8</sup>	Оценочные средства, используемые для оценки уровня сформированности компетенции <sup>9</sup>	Критерии оценивания результатов обучения
УК-5	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>УК-5. 3-1. Знает</i> основные категории философии, законы исторического развития, основы межкультурной коммуникации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает основные категории философии, законы исторического развития, основы межкультурной коммуникации.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>УК-5. 3-1. Знает</i> основные категории философии, законы	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично знает основные категории философии, законы исторического развития, основы межкультурной

<sup>6</sup> Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

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

<sup>8</sup> Наименование темы (раздела) берется из рабочей программы дисциплины.

<sup>9</sup> Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

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

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

игра, портфолио...

		исторического развития, основы межкультурной коммуникации.		Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		коммуникации.
Средний уровень Оценка «зачтено», «хорошо»	УК-5. 3-1. <i>Знает</i> основные категории философии, законы исторического развития, основы межкультурной коммуникации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном знает основные категории философии, законы исторического развития, основы межкультурной коммуникации.	
Высокий уровень Оценка «зачтено», «отлично»	УК-5. 3-1. <i>Знает</i> основные категории философии, законы исторического развития, основы межкультурной коммуникации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве знает основные категории философии, законы исторического развития, основы межкультурной коммуникации.	
Умеет						
Недостаточный уровень Оценка «незачтено»,	УК-5.3-1. <i>Умеет</i> действовать в духе	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не умеет действовать в духе сотрудничества; принимать решения с	

	«неудовлетворительно»	сотрудничества ; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.		Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-5.3-1. Умеет действовать в духе сотрудничества ; принимать решения с соблюдением этических принципов их реализации; проявлять	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении

		уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.				личностного, образовательного и профессионального роста.
Средний уровень Оценка «зачтено», «хорошо»	УК-5.3-1. <i>Умеет</i> действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личностного, образовательного и профессионального роста.	

		го и профессионального роста.				
Высокий уровень Оценка «зачтено», «отлично»	УК-5.3-1. <i>Умеет</i> действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личного, образовательного и профессионального роста.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве умеет действовать в духе сотрудничества; принимать решения с соблюдением этических принципов их реализации; проявлять уважение к мнению и культуре других; определять цели и работать в направлении личного, образовательного и профессионального роста.	
Владеет						
Недостаточный уровень Оценка «незачтено», «неудовлетво	УК-5.3-1. <i>Владеет</i> практическими навыками анализа	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не владеет навыками практическими навыками анализа философских и	

	рительно»	философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.		across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	УК-5.3-1. <i>Владеет</i> практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично владеет практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.



<p>Средний уровень Оценка «зачтено», «хорошо»</p>	<p><i>УК-5.3-1. Владеет</i> практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В основном владеет практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.</p>
<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p><i>УК 5.3-1. Владеет</i> практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве владеет практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.</p>

		в случае разногласий и конфликтов в межкультурной коммуникации.				
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Код компетенции	Уровень освоения компетенции	Индикаторы достижения компетенции	Вид занятий <sup>10</sup> , учебной работы, формы и методы обучения, способствующие формированию и развитию компетенций <sup>11</sup>	Контролируемые разделы и темы дисциплины <sup>12</sup>	Оценочные средства, используемые для оценки уровня сформированности компетенции <sup>13</sup>	Критерии оценивания результатов обучения
ПК-5	Знает					
	Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>ПК-5. 3-1.</i> <i>Знает</i> правила поведения в сложных и экстремальных условиях.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает правила поведения в сложных и экстремальных условиях.
	Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>ПК-5. 3-1.</i> <i>Знает</i> правила поведения в сложных и экстремальных условиях.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично знает правила поведения в сложных и экстремальных условиях.

<sup>10</sup> Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

<sup>11</sup> Необходимо указать активные и интерактивные методы обучения (например, интерактивная лекция, работа в малых группах, методы мозгового штурма и т.д.), способствующие развитию у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.

<sup>12</sup> Наименование темы (раздела) берется из рабочей программы дисциплины.

<sup>13</sup> Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

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

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

				hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		
Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-5. 3-1.</i> <i>Знает</i> правила поведения в сложных и экстремальных условиях.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном знает правила поведения в сложных и экстремальных условиях.	
Высокий уровень Оценка «зачтено», «отлично»	<i>ПК-5. 3-1.</i> <i>Знает</i> правила поведения в сложных и экстремальных условиях.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве знает правила поведения в сложных и экстремальных условиях.	
Умеет						
Недостаточный уровень Оценка «незачтено»,	<i>ПК-5.3-1.</i> <i>Умеет</i> проявлять психологическую	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не умеет проявлять психологическую устойчивость в сложных и экстремальных	

«неудовлетворительно»	ю устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.		Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		условиях, в том числе быстро переключаясь с одного рабочего языка на другой.
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>ПК-5.3-1. Умеет</i> проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.
Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-5.3-1. Умеет</i> проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном умеет проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.

<p>Высокий уровень Оценка «зачтено», «отлично»</p>	<p><i>ПК-5.3-1.</i> <i>Умеет</i> проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>В совершенстве умеет проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.</p>
<p>Владеет</p>					
<p>Недостаточный уровень Оценка «незачтено», «неудовлетворительно»</p>	<p><i>ПК-5.3-1.</i> <i>Владеет</i> способностью проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>Не владеет навыками практическими навыками анализа философских и исторических фактов, оценки явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.</p>
<p>Базовый уровень Оценка, «зачтено», «удовлетвори»</p>	<p><i>ПК-5.3-1.</i> <i>Владеет</i> способностью проявлять психологическую</p>	<p>Практические занятия</p>	<p>Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts</p>	<p>Тестовые задания, выполнение проектов, решение разноуровневых задач</p>	<p>Частично владеет способностью проявлять психологическую</p>

	тельно»	ую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.		across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.
	Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-5.3-1.</i> <i>Владеет</i> способностью проявлять психологическую ую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном владеет способностью проявлять психологическую устойчивость в сложных и экстремальных условиях, в том числе быстро переключаясь с одного рабочего языка на другой.
	Высокий уровень Оценка «зачтено», «отлично»	<i>ПК 5.3-1.</i> <i>Владеет</i> практическими навыками анализа философских и исторических фактов, оценки	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures.	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве владеет способностью проявлять психологическую устойчивость в сложных и экстремальных

		явлений культуры; способами анализа и пересмотра своих взглядов в случае разногласий и конфликтов в межкультурной коммуникации.		Socializing with colleagues, entertaining business clients. Building personal relationships		условиях, в том числе быстро переключаясь с одного рабочего языка на другой.
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Уровень освоения компетенции	Индикаторы достижения компетенции	Вид учебных занятий <sup>14</sup> , работы, формы и методы обучения, способствующие формированию и развитию компетенций <sup>15</sup>	Контролируемые разделы и темы дисциплины <sup>16</sup>	Оценочные средства, используемые для оценки уровня сформированности компетенции <sup>17</sup>	Критерии оценивания результатов обучения
<b>Знает</b>					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>ПК-6. 3-1.</i> <i>Знает</i> критерии оценивания качества и содержания информации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не знает критерии оценивания качества и содержания информации.
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>ПК-6. 3-1.</i> <i>Знает</i> критерии оценивания качества и содержания информации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично знает критерии оценивания качества и содержания информации.

<sup>14</sup> Лекционные занятия, практические занятия, лабораторные занятия, самостоятельная работа...

<sup>15</sup> Необходимо указать активные и интерактивные методы обучения (например, интерактивная лекция, работа в малых группах, методы мозгового штурма и т.д.), способствующие развитию у обучающихся навыков командной работы, межличностной коммуникации, принятия решений, лидерских качеств.

<sup>16</sup> Наименование темы (раздела) берется из рабочей программы дисциплины.

<sup>17</sup> Оценочное средство должно выбираться с учетом запланированных результатов освоения дисциплины, например:

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

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

игра, портфолио...

			relationships		
Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-6. 3-1.</i> Знает критерии оценивания качества и содержания информации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном знает критерии оценивания качества и содержания информации.
Высокий уровень Оценка «зачтено», «отлично»	<i>ПК-6. 3-1.</i> Знает критерии оценивания качества и содержания информации.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве знает критерии оценивания качества и содержания информации.
Умеет					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>ПК-6.3-1.</i> Умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.

	интерпретацию при сборе, анализе и обобщении материала.				
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>ПК-6.3-1.</i> Умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.
Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-6.3-1.</i> Умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.

	им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.		relationships		
Высокий уровень Оценка «зачтено», «отлично»	<i>ПК-6.3-1. Умеет</i> оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве умеет оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию при сборе, анализе и обобщении материала.
Владеет					
Недостаточный уровень Оценка «незачтено», «неудовлетворительно»	<i>ПК-6.3-1. Владеет</i> способностью оценивать качество и содержание	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success	Тестовые задания, выполнение проектов, решение разноуровневых задач	Не владеет способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции,

	информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.		Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships		давать им собственную оценку и интерпретацию.
Базовый уровень Оценка, «зачтено», «удовлетворительно»	<i>ПК-6.3-1. Владеет</i> способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	Частично владеет способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.
Средний уровень Оценка «зачтено», «хорошо»	<i>ПК-6.3-1. Владеет</i> способностью оценивать качество и содержание информации,	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with	Тестовые задания, выполнение проектов, решение разноуровневых задач	В основном владеет способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции,

	выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.		colleagues, entertaining business clients. Building personal relationships		давать им собственную оценку и интерпретацию.
Высокий уровень Оценка «зачтено», «отлично»	<i>ПК 6.3-1. Владеет</i> способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.	Практические занятия	Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work Раздел 2. Initial contacts across cultures. Getting connected. Dress for success Раздел 3. Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships	Тестовые задания, выполнение проектов, решение разноуровневых задач	В совершенстве владеет способностью оценивать качество и содержание информации, выделять наиболее существенные факты и концепции, давать им собственную оценку и интерпретацию.

## **4. Методические материалы, определяющие процедуры оценивания результатов обучения**

### **4.1. Проект**

Доклад (реферат) – вид самостоятельной научно-исследовательской работы, где автор раскрывает суть исследуемой проблемы; приводит различные точки зрения, а также собственные взгляды на нее.

#### **Этапы работы над докладом (рефератом) :**

- подбор и изучение основных источников по теме (как и при написании реферата рекомендуется использовать не менее 8 -10 источников);
- составление библиографии;
- обработка и систематизация материала. Подготовка выводов и обобщений;
- разработка плана доклада;
- написание;
- публичное выступление с результатами исследования.

#### **Общая структура доклада (реферата) :**

- цель работы (в общих чертах соответствует формулировке темы исследования и может уточнять ее);
- актуальность исследования;
- методика проведения исследования (подробное описание всех действий, связанных с получением результатов);
- выводы исследования.

#### **Требования к оформлению письменного доклада (реферата) :**

- титульный лист;
- содержание (в нем последовательно указываются названия пунктов доклада (реферата), указываются страницы, с которых начинается каждый пункт);
- введение (формулируется суть исследуемой проблемы, обосновывается выбор темы, определяются ее значимость и актуальность, называются цель и задачи доклада (реферата), дается характеристика используемой литературы);
- основная часть (каждый раздел ее доказательно раскрывает исследуемый вопрос);
- выводы и заключение (подводятся итоги или делается обобщенный вывод по теме доклада (реферата));
- литература.

Доклад (реферат) оформляется на одной стороне листа белой бумаги формата А 4 (210x297 мм). Интервал межстрочный - полуторный. Цвет шрифта - черный. Гарнитура шрифта основного текста - «Times New Roman» или аналогичная. Кегль (размер) от 12 до 14 пунктов. Размеры полей страницы (не менее): правое — 10 мм, верхнее – 15 мм, нижнее – 20 мм, левое — 25 мм. Формат абзаца: полное выравнивание («по ширине»). Отступ красной строки одинаковый по всему тексту – 15 мм.

Страницы должны быть пронумерованы с учётом титульного листа (на титульном листе номер страницы не ставится). В работах используются цитаты, статистические материалы. Эти данные оформляются в виде сносок (ссылок и примечаний)

### **4.2. Тест**

*Тест* является простейшей формой контроля, направленной на проверку владения терминологическим аппаратом, современными информационными технологиями и конкретными знаниями в области фундаментальных и прикладных дисциплин. Тест состоит из небольшого количества элементарных задач; может предоставлять возможность выбора из перечня ответов; занимает часть учебного занятия (10-30 минут); правильные решения разбираются на том же или следующем занятии. Частота тестирования определяется преподавателем.

### **4.3.Разноуровневые задачи (задания)**

Различают задачи (задания):

а) репродуктивного уровня, позволяющие оценивать и диагностировать знание фактического материала (базовые понятия, алгоритмы, факты) и умение правильно использовать специальные термины и понятия, узнавание объектов изучения в рамках определенного раздела дисциплины;

б) реконструктивного уровня, позволяющие оценивать и диагностировать умения синтезировать, анализировать, обобщать фактический и теоретический материал с формулированием конкретных выводов, установлением причинно-следственных связей;

в) творческого уровня, позволяющие оценивать и диагностировать умения, интегрировать знания различных областей, аргументировать собственную точку зрения.

## **5. Материалы для проведения текущего контроля и промежуточной аттестации**

### **Групповые творческие задания (проекты):**

1. Понимание, как цель межкультурной коммуникации.
2. Сущность и детерминирующие факторы процесса восприятия. Культура и восприятие.
3. Межкультурные конфликты и пути их преодоления.
4. Межличностная аттракция в межкультурной коммуникации.
5. Факторы, определяющие национально-культурную языковую специфику.
6. Схема анализа различных культур.
7. Способы культурно-языкового взаимодействия между представителями разных языковых сообществ.
8. Проблема соотношения понятий этническая и национальная культура. Региональная культура. Языковые различия между народами.
9. Стереотипы восприятия в межкультурной коммуникации.
10. Культурный шок.
11. Автостереотипы. Гетеростереотипы.
12. Предубеждения в межкультурной коммуникации: понятие и сущность, механизм формирования, типы, корректировка и изменение предубеждений.
13. Результаты межкультурной коммуникации. Межкультурная компетенция в межкультурной коммуникации.
14. Понятие толерантности. Толерантность как результат межкультурной коммуникации.
15. Личность как продукт и носитель лингвокультуры. Понятие и характеристика языковой личности. Языковая личность и языковое сознание. Языковая личность в виртуальном мире.
16. Концептосфера языковой личности.
17. Понятие национальной идентичности. Физиологическая идентичность. Психологическая идентичность: параметры сопоставления.
18. Социальная идентичность: гендер, возраст, расовая и этническая принадлежность; географическая, классовая, имущественная принадлежность и статус.



19. Межкультурная трансформация языковой личности.
20. Понятие картины мира. Понятие языковой картины мира. Понятие концептуальной картины мира. Соотношение языковой и концептуальной картин мира.
21. Мировосприятие через призму культуры. Роль языка в освоении действительности. Систематизация объектов. Когнитивные модели и структуры.
22. Соответствие картин мира коммуникантов как условие успешности межкультурного общения.
23. Понятие концепта. Структура концепта.
24. Методы исследования концепта. Методики исследования концепта.
25. Общение. Факторы, влияющие на способ общения.
26. Налаживание деловых связей. Личная переписка. Трудности перевода.
27. Официальный этикет и протокол:
28. Ведение деловых встреч и переговоров: производственные отношения, схема проведения встреч и переговоров.
29. Руководство и принятие решений: иерархия руководства, презентации и принятие участия в них. Стиль руководства: характерные черты английского менеджмента, женщина-руководитель. Работа в команде и различия в стиле работы.
30. Стиль жизни: индивидуализм и консерватизм, смена стиля жизни. Условия жизни: жилье, аренда квартиры, документы, бытовые приборы.
31. Традиционный английский офис, время работы офисов, сверхурочная работа, отпуск, деловые встречи, пилотные проекты, отношения в офисе, стиль одежды. Контролируемые компетенции: УК-1, УК-2, УК-3, УК-5, ПК-5, ПК-6  
*Оценка компетенций осуществляется в соответствии с таблицей 3.*

### **Тестовые задания**

1. In general, Americans value most:
  - a. Social recognition. b. Happiness. c. Equality. d. Money.
2. Many Americans see themselves as:
  - a. Modest and shy. b. Family members. c. Formal and ritualistic. d. Created equal to others.
3. Other cultures may see Americans as:
  - a. Victimized by economic crisis.
  - b. Reliant on their families for help.
  - c. Group-oriented.
  - d. Ignorant about other cultures.
4. When writing to an American company, it is very important to:
  - a. Reference your source.
  - b. Start your letter with a flattering introduction about your company president.
  - c. Have your letter signed by your company director and president.
  - d. Be specific on the purpose of the letter.
5. In a business introduction to an American he may ask you to call him by his first name because:
  - a. He is not interested in business.
  - b. He likes harmony in discussion.
  - c. His last name may be hard to pronounce,
  - d. He wants to be comfortable and move into an informal stage of business discussion.
6. When talking with an American business partner on the phone, it is common for him to ask you first about:
  - a. Your family health.
  - b. Your financial situation.
  - c. When you are planning to visit him.
  - d. How you are doing.
7. Mr. Saito, from Japan, is leaving the office of an American businessman who says to him, "We should get together sometime". Mr Saito should:
  - a. Invite his American friend for dinner.

- b. Expect that his American friend will invite him to the bar.
  - c. Consider it as just a friendly comment.
  - d. Stop by his house to have a drink.
8. American business meetings usually start with:
- a. Discussion of the past weekend's baseball game.
  - b. Formal agenda and tasks to be accomplished.
  - c. Period of harmony.
  - d. Introduction about everyone's past work experience.
9. In American business meetings you are expected to:
- a. Wait until the end and state firmly your position.
  - b. Talk about how it is difficult to get to the meeting.
  - c. Maintain group harmony and do not ask embarrassing questions.
  - d. Express your ideas openly and rationalize them aggressively.
10. At the end of an American business meeting the participants may:
- a. All go to the cafeteria to have a drink.
  - b. Write a conclusion and/or action plan with specific responsibilities and dates.
  - c. Conduct behind-the-scene discussions to change the conclusion.
  - d. Apologize to each other for any confrontations they had during the meeting.
11. Working under an American supervisor you should:
- a. Be polite and not interrupt his instructions.
  - b. Not let him know that you did not understand.
  - c. Hide your mistakes until he discovers them.
  - d. Maintain ongoing honest communication about work problems and progress.
12. If you are having family problems, your American supervisor is probably expected to:
- a. Listen to you just as he would to a friend.
  - b. Discuss it with you and make a plan of action to solve the problem.
  - c. Give you a week's vacation to solve the problem.
  - d. Visit your home and discuss the problems.
13. Your American co-worker has invited you to play tennis with him for the second time in a month. This could mean that:
- a. You are now his close friend.
  - b. You can talk with him about your problems with your family.
  - c. He expects you to solve the technical problem he has at work.
  - d. He just enjoys playing tennis with you.
14. You are working hard to finish your project. Your American coworker is sitting down reading the newspaper. He might:
- a. Come very close and look at what you are doing.
  - b. Bring you a cup of coffee to keep you awake.
  - c. Try to help you only if you asked him.
  - d. Ask you to stop working and join him to go to the movies.
15. Most American companies will start marketing a product when it:
- a. Is in a prototype stage.
  - b. Is on the drawing board.
  - c. Is on the shelf ready for the customers.
  - d. Has passed the quality control test.
16. An American leaves the office telling his foreign co-worker, "Let's get together this week". The foreign worker should:
- a. Invite the American to his house for a homemade dinner.
  - b. Expect the American to invite him for dinner at his house.
  - c. Expect the American to invite him to play tennis with him.
  - d. Accept it as a friendly comment.
17. Many Americans are inclined to feel confident that they can accomplish many tasks because:
- a. They possess a strong infrastructure to complete the task.
  - b. They like to work hard day and night.
  - c. They believe nature and God will help them.
  - d. They can depend on other people to help them.

18. During his performance appraisal, an American employee might:
- Agree fully with his manager's evaluation.
  - Defend his performance and justify his actions.
  - Ask his managers to write down his future goals.
  - Not ask questions about his next promotion or salary increase.
19. An American will almost always arrive on time for business appointments because:
- He will want to relax for a while.
  - He wants to get the sale.
  - He shows respect for the host's time.
  - He has a lot of spare time.
20. You are travelling on an American bus. Beside you is an American. You should:
- Greet him.
  - Ask where he is going.
  - Introduce yourself.
  - Just sit quietly.
21. You meet an American friend in the hallway who says, "How are you?" You should:
- Stop and shake hands with him.
  - Tell him, "Just fine", and continue walking.
  - Tell him about problems you have with your family.
  - Look at him and keep going.
22. Your co-worker called you on the phone and asked, "How are you doing?" You should:
- Say, "OK, thank you".
  - Explain to him how hard it is to work under pressure.
  - Discuss with him your family problems.
  - Ask him if he has time to listen to a detailed reply.
23. You have completed a business transaction with an American firm. You expect your American businessman will:
- Write you to thank you for the business.
  - Become your friend and invite you to play tennis or golf.
  - Send you a New Year's card every year.
  - Call again for more business.
24. You are at a business luncheon. You have been approached by an American businessman. He introduces himself and exchanges cards with you. He will probably:
- Give a detailed presentation of his company.
  - Keep talking with you until lunch time.
  - Excuse himself to meet more people.
  - Ask about your family.
25. Frequently major decisions in American companies are made based on:
- Employee services and interests.
  - Middle line managers' recommendations.
  - First line management.
  - Top executives' vision and market data.
26. You are on a training assignment in a US company. You should:
- Introduce yourself to all department personnel
  - Get permission from your supervisor every time you leave the office
  - Learn to depend on yourself to solve your problems
  - Try to establish harmony within your group.
27. This is your first week of training in an American company. Your department secretary seems very friendly and helpful. She may be:
- Expecting you to invite her to the restaurant to dinner with you.
  - Doing her job
  - Interested to start relations with you.
  - Expecting you to bring her some flowers or a small present.
28. Americans tend to value \_\_\_\_\_ more than spiritual enlightenment.
- money
  - private house
  - material possessions
  - private yacht
29. Most Americans like \_\_\_\_\_ in daily interactions.
- energy and honesty
  - frankness
  - formality and ritual
  - informality
30. Americans usually rely on \_\_\_\_\_ for help rather than asking people.
- Internet
  - themselves
  - others
  - foreigners
31. Americans value time and its control and are \_\_\_\_\_.

- a. money-oriented b. dollar-oriented c. future-oriented d. family-oriented
32. Americans customarily collect evidence and make decisions based on their \_\_\_\_\_.  
a. calculations b. prognosis c. feelings d. findings
33. The majority of Americans use \_\_\_\_\_ to refuse an offer.  
a. letters b. direct messages c. indirect messages d. code words
34. Many Americans are open and share their \_\_\_\_\_.  
a. money b. wealth c. optimism d. space.
35. Most Americans are a \_\_\_\_\_ oriented society.  
a. present b. money c. future d. past
36. Americans tend to see themselves as confident and \_\_\_\_\_.  
a. pessimistic b. optimistic c. money oriented d. hard-working
37. Americans are inclined to believe in \_\_\_\_\_.  
a. fate d. future hardships c. free competition d. free elections
38. Americans usually believe being on time for an appointment shows \_\_\_\_\_.  
a. contempt b. respect c. doubts d. unpertainty
39. Most Americans believe they can control their destiny by their  
a. army b. NAVY c. special operations d. own actions.
40. Shaking hands is important when you meet \_\_\_\_\_.  
a. a gentleman b. a professional c. a Chinese d. an American.
41. Many Americans like to deal with \_\_\_\_\_ directly and frankly.  
a. money issues b. foreigners c. local population d. problems
42. Americans use \_\_\_\_\_ to avoid conflict and loss of face.  
a. special operations b. ambiguity c. color revolutions d. credit cards
43. Physical \_\_\_\_\_ is important but we must not neglect the culture of the mind.  
a. strength b. exercises c. abilities d. culture
44. Americans believe that universities should be centers of \_\_\_\_\_.  
a. information b. knowledge c. intellectual power d. culture
45. The culture of Eskimos is studied by \_\_\_\_\_.  
a. historians b. culturologists c. socioloigists d. anthropologists.
46. The European invaders used to say that their mission was to disseminate \_\_\_\_\_ among aborigines.  
a. religion b. information c. law d. culture
47. A cultured person would never criticize other nation's \_\_\_\_\_.  
a. habits b. traditions c. way of life d. political system
48. Corporate culture is especially important for companies operating \_\_\_\_\_.  
a. in China b. in Germany c. in Italy d. on the international arena.
49. While speculating on world issues, we mustn't leave behind \_\_\_\_\_.  
a. geopolitics b. cultural differences c. geostrategy d. money issues
50. Song Liehua found life in London a bit of \_\_\_\_\_ at first.  
a. a culture shock b. enigmatic problem c. interesting code d. corrupt experience
51. Culturally, the city has a lot \_\_\_\_\_.  
a. to offer b. to loan c. give d. divide
52. Culture means the acquainting of ourselves with the best that has been known and thought  
a. in America b. in Britain c. in the West d. in the world.
53. Australia has its own cultural identity, which is very different from that of  
a. the rest of the world b. Britain c. Europe d. South East Asia.
54. Britain is known to be a \_\_\_\_\_ society.  
a. sophisticated b. culturally diverse c. normal d. nice
55. This country has a rich \_\_\_\_\_ heritage.  
a. cultural b. historical c. ancient d. modern
56. Cross cultural communication course studies the Greek \_\_\_\_\_.  
a. culture b. history c. phenomenon d. peculiarities
57. Cross cultural communication course is a good opportunity for students to learn about other \_\_\_\_\_.  
a. territories b. countries c. cultures d. cities
58. The USA is often accused of cultural \_\_\_\_\_.  
a. aggression b. imperialism c. dominance d. diversity

59. A \_\_\_\_\_ person knows a lot about music, art, theatre, etc.  
 a. modern b. cultural c. wise d. normal
60. You won't find much \_\_\_\_\_ in this sleepy little town, I am afraid.  
 a. wealth b. money c. culture d. time
61. They enjoy \_\_\_\_\_ activities like going to the theatre and the opera.  
 a. energetic b. cultural c. sophisticated d. rare
62. The French are \_\_\_\_\_ sophisticated people.  
 a. historically b. very c. not d. culturally
63. Working late hours for very little money seems part of the company \_\_\_\_\_.  
 a. way of life b. tradition c. style d. culture
64. Culture shock is a \_\_\_\_\_ phenomenon.  
 a. abnormal b. rare c. usual d. psychological
65. When asked to describe yourself, do you think of yourself as belonging to a particular group?  
 a. ethnic b. cultural c. religious d. age
66. What experiences have you had that increased your sense of belonging to a particular group?
67. How has a person's background influenced:  
 a. the way a person spends his holidays  
 b. the way a person express himself, verbally and non-verbally  
 c. the way a person thinks about and relate to other groups  
 d. the way a person chooses his friends?
68. What makes a person's cultural backgrounds different from his previous stereotypes?  
 a. friendships b. social relationships c. travel contacts d. Internet, films, TV, newspapers
69. Globalization means that there is now one \_\_\_\_\_ culture everywhere in the world.  
 a. English b. American c. business d. Chinese
70. If they want to do business with me, then they'll have to adapt to my \_\_\_\_\_.  
 a. habits b. traditions c. timetable d. culture
71. "When in Rome, do as the \_\_\_\_\_ do."  
 a. locals b. Romans c. Italians d. Latin's
72. It's \_\_\_\_\_ to generalize about cultures.  
 a. possible b. natural c. impossible d. abnormal
73. Intercultural training just confirms \_\_\_\_\_.  
 a. cultural differences b. stereotypes c. traditions d. psychological peculiarities
74. Today I'm dealing with the Americans, tomorrow with a group from Japan. I can't possibly learn all I need to know about all the \_\_\_\_\_ I have to deal with.  
 a. customs b. traditions c. ethnic stereotypes d. cultures
75. What I need when I go abroad is a list of \_\_\_\_\_.  
 a. dos and don'ts b. ethnic stereotypes c. national traditions d. national holidays
76. Problems in international business relationships are not always caused by \_\_\_\_\_.  
 a. traditions d. culture peculiarities c. business models d. language difficulties
77. Doing business with people of other nationalities involves more than learning foreign languages. There are often \_\_\_\_\_.  
 a. religious differences b. cultural differences c. different national backgrounds d. different business models.
78. During business negotiations we need to be aware of \_\_\_\_\_.  
 a. customs b. attitudes c. socializing d. body language
79. The \_\_\_\_\_ shake hands less often than other European people.  
 a. French b. Spanish c. Germans d. Englishmen
80. Americans use first names more often than many other nationalities.  
 a. Russians b. Chinese c. Japanese d. Americans
81. The \_\_\_\_\_ consider that harmony and consensus in business communications are very important.  
 a. Americans b. Englishmen c. Spanish d. Japanese
81. When we visit other countries, it is important to \_\_\_\_\_ good observers and listeners.  
 a. use information of  
 b. use business models of  
 c. use manuals on cross cultural communications of

- d. use textbooks of
82. We should avoid criticizing other cultures and realize that we all have similar problems but different \_\_\_\_\_ of dealing with them.
- a. Customs b. traditions c. habits d. ways
83. Name an example of high context culture.
- a. American b. Japanese c. Latin d. Korean
84. Name the example of low context culture
- a. Russian b. British c. German d. Greek
85. All of the information can be lost in translation using basic English except:
- a. cultural sensitivity b. nuances c. codified rules d. style
86. Cross cultural communication deals with exchange information between people belonging to different \_\_\_\_\_.
- a. classes b. professions c. backgrounds d. cultures
87. The same gestures used by the Americans mean different things to \_\_\_\_\_.
- a. English b. German c. Swiss d. Japanese
88. \_\_\_\_\_ consider punctuality very important.
- a. Arabs b. English c. Spanish d. Japanese
89. Time is not of great importance in \_\_\_\_\_.
- a. Britain b. Japan c. Latin America d. USA
90. \_\_\_\_\_ use hand to point on an object and don't use finger.
- a. Japanese b. Americans c. Englishmen d. Spanish
91. Examples of people that was considered great at verbal communication.
- a. Mao Zedong b. Anvar Sadat c. Margaret Thatcher d. John F. Kennedy
92. \_\_\_\_\_ is a non-verbal form of communication.
- a. Internet b. radio c. smile d. music
93. \_\_\_\_\_ customarily kiss a business associate on both cheeks in greeting instead of shaking hands.
- a. Chinese b. Germans c. Americans d. Swedes
94. To walk arm in arm for female colleagues in \_\_\_\_\_ signify a personal business relationship.
- a. Britain b. America c. Germany d. Russia
95. Korean business conglomerate like Samsung and Hyundai are referred to as \_\_\_\_\_.
- a. giants b. pyramids c. enigma d. Chaebols
96. Samsung has formed its corporate \_\_\_\_\_ and the management styles.
- a. business b. management c. culture d. style
97. Does the lack of \_\_\_\_\_ understanding matter for foreign staff turnover in Samsung?
- a. business b. management c. effective d. cultural
98. Foreign employees in Korean chaebols have difficult time due to \_\_\_\_\_ differences.
- a. age b. education level c. culture d. ethnic
99. Foreign staffs would take double burdens from both national culture differences and unique corporate \_\_\_\_\_ when working for Korean chaebols.
- a. management b. peculiarity c. cultures d. style
100. Hofstede defines culture as «mental programming» corresponds to a much broader use of the word that is common among sociologists and \_\_\_\_\_.
- a. historians b. managers c. professors d. anthropologists
- Контролируемые компетенции: УК-1, УК-2, УК-3, УК-5, ПК-5, ПК-6
- Оценка компетенций осуществляется в соответствии с таблицей 3.*

### **Разноуровневые задачи**

Выполнение разноуровневых заданий по переводу, анализу, реферированию аутентичного текста предусматривает:

- ознакомление с информацией аутентичного английского текста;
- осуществление переводческого анализа исходного текста, анализ его поверхностной и выявление глубинной смысловой структуры, выявление всей содержащейся в тексте информации, которая подлежит передаче при переводе;

- выбор общей стратегии перевода с учётом его смыслового наполнения, функционально-стилистической характеристики, жанровой принадлежности, а также с учетом цели, адресата перевода и других экстралингвистических факторов;
- аргументированное обоснование своих переводческих решений;
- оформление текста перевода в соответствии с нормой и типологией текстов на языке перевода;
- выделение основной мысли, основной проблемы текста
- написание краткой аннотации текста.

**Раздел 1. Culture and cultural differences. Stereotypes across cultures. Cultural values at work**

<https://cubetoronto.com/london/what-percentage-of-london-is-middle-class/>

In 2021, around 36% of London households were classified as poor (up from 20% in 1980), while 37% are middle income (down from 65%). The largest percentage point fall in households in the middle has been in Westminster, which saw its middle reduce from nearly three-quarters of all households to just one-third. Members of the established middle class, about 25 percent of British society, reported high economic capital, high status of mean social contacts, and both highbrow and high emerging cultural capital. What percentage of UK is upper class? The UK has an elite class, 6% of the population, with average savings of over £140,000, good social contacts, highbrow tastes and an education at the most prestigious universities. Middle class. The vast majority of British people fall into this category, such as shop owners, white-collar professionals (literally those who wear a white collar like businessmen and office workers), teachers, journalists, nurses and the list goes on. What is middle class in UK? (also the middle classes) Middle class is a social group that consists of well-educated people, such as doctors, lawyers, and teachers, who have good jobs and are not poor, but are not very rich. According to the ONS, in 2020 the average UK salary was £38,600 for a full-time role and £13,803 for part-time role. This is an increase from their 2019 figures, which placed the average UK wage for a full-time role at £36,611 and part-time at £12,495. The OECD defines the middle class as households with disposable income of between 75% and 200% of the median. The upper middle class tend to go into business or the professions, becoming, for example, lawyers, doctors, or accountants. What defines upper middle class UK? The upper middle class in Britain traditionally consists of the educated professionals who were born into higher-income backgrounds, such as legal professionals, executives, and surgeons. This stratum, in England, traditionally uses Received Pronunciation natively. Who is upper class in UK? Those in possession of a hereditary title; for example, a dukedom, a marquessate, an earldom, a viscounty, a barony, a baronetcy, or a Scottish lord of parliament are typically members of the upper class. What is the elite social class? Elite: Very high economic capital (especially savings), high social capital, very high highbrow cultural capital. Established middle class: High economic capital, high status of mean contacts, high highbrow and emerging cultural capital. They are a gregarious and culturally engaged class. Are teachers working class UK? The class system in the UK is definitely still in place. Such occupations as teachers, nurses, shop owners, and white-collar professionals are all a part of the middle class. Before 2011, the UK was classified into three broad categories. **Lower class:** It refers to people who are uneducated, either unemployed, or with low levels of income. Those below the poverty line struggle even for basic necessities like food and shelter. **Middle class:** The majority of the population known as the white collar workers constitute the middle class. They lie between the rich and the poor. This class generally constitutes the majority of a country's population. They have dignified jobs and a standard, honorable lifestyle. **Upper class:** The wealthy or high income groups and individuals are known as the upper class of society. Prestige, status, and sometimes even power, all factors coincide with this stratum. There are also, further sub-divisions of these broad categories like the "upper-middle class" and the "lower-middle class". These occur mainly due to differences in either one of the attributes of prestige, status, income earned, or wealth. A job of a professor in a renowned university is more prestigious than that of a primary school teacher. Both persons being teachers, one employment type results into differences in their class and associated status. The term **socio-economic** means a blend of social and economic factors. This term itself denotes the stratification in modern societies being intertwined between social and economic conditions of a person. The social strata a person belongs to, thus, is derived from his occupation, wealth, income, assets, residence, lifestyle, prestige, etc. If a rich man has some political

affiliation or political background, it adds a different aspect of authoritative power to his status. Economist Paul Samuelson described income inequality in America in these words: "If we made an income pyramid out of a child's blocks, with each layer portraying \$500 of income, the peak would be far higher than Mt. Everest, but most people would be within a few feet of the ground". These words highlight the most peculiar feature of any form of social stratification, where the base of the pyramid identifies with more or less similar people. The original development of the Functionalist Theory of Social Stratification is associated primarily with an article entitled "Some Principles of Stratification [ K. Davis and W. Moore 1945]. Davies and Moore [and other later Functionalists] argue that some forms of social stratification exist in all known societies. Capitalist societies are characterised by inequalities in the distribution of income and wealth, social status and power. Functionalists have therefore argued that the existence of some form of social stratification in every known society implies that social stratification [and the inequalities of income, wealth, power and status implied by it] is inevitable. Social stratification is seen as desirable because it meets one of the so-called functional pre-requisites in all societies of ensuring that individuals are allocated to suitable occupational roles. They will perform these roles effectively which will contribute to the economic and social well-being of all members of society whatever their positions within the system of social stratification and thereby contribute to the stability of society as a whole.

<https://www.dailymail.co.uk/news/article-10677879/The-signs-betray-true-class-DETLEV-PILTZ-explains-sound-doorbell-reveals.html>

There are secret signs that betray your true class. Pin-sharp book by DETLEV PILTZ. He fell in love with England while staying with Theresa May's family. He explains what the sound of your doorbell, the colour of your car and how you eat peas reveals about you. His first visit to England, in the summer of 1961, was as a 16-year-old German schoolboy taken in as a paying guest by a vicar and his wife. Their daughter, then a little girl of about five, was called Theresa and later became Prime Minister. Her father, the Reverend Hubert Brasier, was the rector in an idyllic Cotswolds village and the four weeks I spent with them enriched my life. Not only did I improve my English but the family also took me with them on shopping trips in their plush Morris Minor, for picnics in the country, to the motor racing at Silverstone and to Oxford University where the vicar explained about its colleges. On my last Sunday with the Brasiers, my host parents gave me some lessons in good manners before the bishop came for tea. One was the two-cup rule of tea-drinking: a single cup was deemed impolite as not enough; three cups were considered too many. When the tea came, I found it very weak. I did not enjoy it at all and once their guest had left I asked about its strange taste. 'It was China tea,' Mrs Brasier explained, and we were drinking it 'because of the bishop'. Clearly it was thought the Indian tea they normally drank was wrong for someone of the bishop's social standing and so I gained my first insight into that most prominent feature of Englishness — the class system. Those summer holidays were the beginning of a life-long fascination and affection for England that has led to many visits and finally to owning my own place not far from the spot where my English 'career' began. Whenever I am here, I am vividly reminded that the class system still exists, as demonstrated by the public reaction to the BBC's Great British Class Survey in 2013. If it was already remarkable that more than 161,000 people took the trouble to spend 20 minutes of their time answering questions about their economic situation, cultural tastes and leisure interests, the biggest surprise was yet to follow. Within a week of the results being published, seven million people — roughly one in five of the British adult population — clicked on the Class Calculator to find out where they stood socially. What's more, sales of theatre tickets in London that week doubled, the reason apparently being that the Class Calculator had identified theatre-going as an indicator of belonging to a higher class. As this suggests, there's far more to class than such 'hard' markers as occupation and money. However impoverished, the child of an earl with all the class markers of their elevated station is upper class and not working class. And the National Lottery winner who buys himself a country house in Buckinghamshire, a flat in London's Eaton Square and a Rolls-Royce in no way qualifies as upper class. What matters just as much are the 'soft' markers. Having hair does not reveal which class you belong to, but how you wear it most definitely does. Being a dog-owner does not indicate your class, but the breed you choose speaks volumes. Owning a car is not a class statement, but how often you wash it is. Going on holiday has nothing to do with class, but what you do when you get there certainly does. Naturally, no Englishman would admit to this kind of snobbery and there is an unspoken ban on all overt differentiation on class grounds. The infamous remark about Michael Heseltine attributed to Alan Clark in the House of Commons as the kind of person who 'had to buy his own furniture' would today be regarded as old-fashioned and morally repugnant. In interviews conducted for the Great British Class



Survey, people tended to preface their remarks with disclaimers such as, 'I don't mean this in a snobby way, but...' or, 'I know this might sound snobby, but...' Such statements, however, are usually followed by exactly the kind of snobbery that the speaker claims to eschew, such as: 'Given her background, it's hard for her to really get pleasure from opera.' Usefully, in much the same way as modern cars have a Global Positioning System that tells them their location on the Earth at any time, the English have a Class Positioning System that helps them identify their place. Research suggests that around 70 per cent count themselves as middle-class and around 30 per cent as working-class, while next to no one identifies as the upper-class 'U' described by Nancy Mitford in her classic book *Noblesse Oblige*, first published in 1956. Yet the English still fully relate to the dichotomy between 'upper' and 'lower'. Crucially, what really matters is usually left unsaid. It comes across in small signs, a gesture, tiny give-aways, the odd phrase. When you join a group of people or you meet an individual, you recognise the markers at once: the clothes, the style, the voice, the mannerisms. Nobody who knows the code believes otherwise. Class rules, although hazy, most definitely exist. Everyone is measured by them and either passes or fails. Except that they will never be told.

#### **U AND NON-U**

Some soft class markers have survived for decades. Much of the behaviour, language and pronunciation Nancy Mitford categorised as 'U' and 'non-U' ('U' being upper class) back in 1956 had the same connotations when anthropologist Kate Fox published her book *Watching The English* in 2014. Language markers considered lower class include 'Pardon?' (instead of 'What?' or 'Sorry?'), 'toilet' ('loo' or 'lavatory'), 'serviette' ('napkin') and 'lounge' ('sitting room' or 'drawing room'): terms whose utterance Fox describes as 'deadly sins' if you want to pass for upper class. As for pronunciation, the upper classes typically pronounce unstressed vowels even less clearly than is otherwise the norm, and sometimes omit them entirely. During a course in Oxford it took me several repetitions to realise *philosophy* meant philosophy.

#### **HOME SWEET HOME**

Your address is a hard class marker par excellence and certain counties are classier than others, in particular Gloucestershire, Wiltshire, Oxfordshire, Buckinghamshire, Norfolk, Berkshire, Dorset, Herefordshire, East Sussex and Northumberland. The most exclusive addresses in England are the shortest: no need for house number, street name, town or county. The house name is sufficient, Buckingham Palace being a prime example. In rural England, the country house holds sway. While 1,100 such dwellings disappeared between 1875 and 1975, having been demolished, fallen into ruin or burnt down, these monuments to a bygone era still abound. Being the owner of a country house remains an unambiguous sign of being upper class — buying a stately pile is a priority for those aspiring to join the smart set. The loss of such a house, for whatever reason, deals the owners a heavy blow, as described by one now impoverished former resident of a stately pile: 'The decline of our family began the first time we moved into a house with a number.'

#### **CLOTHING/APPEARANCE**

One delight of the English class system is the fascination with the colour of men's shoes. A 2016 study by the Social Mobility Commission found 'some investment bank managers still judge candidates on whether they wear brown shoes with a suit rather than on their skills and potential'. Brown shoes are acceptable only in the country, best kept for tramping the hills and fields or for gardening, fishing and shooting.

#### **THE NAME GAME**

Across all classes, calling someone by their first name is more frequent than it used to be. This is not to everyone's liking. When Princess Anne addressed the former Prime Minister Tony Blair's wife as Mrs Blair, the response was, 'Oh, please call me Cherie.' The princess replied: 'I'd rather not. It's not the way I've been brought up.' The first names of the lower classes tend to follow fashion much more than those favoured by the upper. In the same way the rings on a tree indicate when it was planted, some names can reveal the exact year in which someone was born. A stand-out example is Kayleigh and its many iterations that emerged in the years from 2010 onwards, including Demi-Leigh, Chelsea-Leigh, Tia-Leigh, Honey-Leigh, Kaydie-Leigh, Everleigh and Lilleigh: there are no fewer than 128 in total. The philosophy of names is not just imagined. In 2005 it was reported children with middle-class names were eight times more likely to pass their GCSEs than those with names like Wayne and Dwayne. According to Acorn, the data company that segments the UK population into 62 different types of consumer, being named Crispian, Greville, Lysbeth or Penelope means you are about 200 times more likely to be in the 'wealthy executive' top class than in the 'inner-city adversity' bottom one. Seaneen, Terriann, Sammy-Jo, Jamielee, Kayleigh and Codie are the six names most disproportionately skewed towards the 'struggling families' category. When it comes to nicknames, just about anything goes, including among the highest social orders. For example, the Duke of Edinburgh's pet name for the Queen was said to be 'Cabbage'.

#### **THE 'M&S TEST'**

If you want to know an Englishwoman's class, don't enquire about her background, income or education; instead, ask her what she buys at M&S. Kate Fox, anthropologist and author of the book *Watching The English*, calls it the 'M&S test'. The upper-middles purchase things that are not instantly identifiable as from M&S: underwear, towels, bed linen and food. They do not buy sofas, curtains or cushions, party dresses or shoes or anything bearing a trademark M&S pattern. The middle-middles buy M&S food (but get their cornflakes and loo paper at Sainsbury's or Tesco), as well as sofas, cushions and certain 'unseen' garments. Lower-middle and upper-working-class customers like M&S clothes, feeling they represent value for money, but not food, cushions, duvets and towels, because of the price.

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

There's always a bunch of stereotypes about every single country and its residents. Some of these stereotypes are very much true. Others less so! We decided to ask the resident Brits about some of the most popular stereotypes about British people, and separate the fact from the fiction! 1. **BRITAIN IS A CAST SOCIETY – FACT.** People in modern Britain are very conscious of class differences. They regard it as difficult to become friends with somebody from a different class. The clearest indication of a person's class is often his/her accent. Different classes talk about different topics using different styles and accents of English, they enjoy different pastimes and sports, they have different values about what things in life are most important, and different ideas of the correct way to behave. Traditionally there is a stereotyped view of the upper, middle and working classes. 2. **THE POSH BRITISH LIFE – FICTION** When many foreigners picture a British person, they see posh accents, large manor homes, top hats and tails, nanny for children. "Why golly gosh, this is absolute utter incongruous pish posh my dear boy!" That's only for the very wealthy aristocrats who live in West London and were raised by nannies. 3. **BRITS ARE DRUNCARDS – FACT** The drinking culture in the U.K is huge and most social occasions are centered around alcoholic beverages. Working class Britons have a popular pastime in the pubs. The English don't drink warm beer. It is not perfectly clear where this stereotype originated from, but even if it once held true, it is very far from the truth nowadays. If you walk into a pub today and order a beer specifically instructing the waiter to bring you a cold one, you would receive the same uncomprehending look that you would get anywhere else in the world! 4. **BRITS LOVE TALKING ABOUT THE WEATHER – FACT.** Brits love small talk and their favorite topic has to be the weather outside. Weather is possibly the most spoken of topic in the country. If you ever find yourself in an awkward situation or have absolutely nothing to say, fear no more as you can get at least 10 minutes worth of quality conversation out of the current weather patterns. 5. **BRITS HAVE SARCASTIC HUMOR – FACT.** Irony and heavy sarcasm are the bedrock of British humour. Being able to tell when your British friends are being sarcastic from when they're trying to have a serious conversation takes some serious skill and even after years of living in the U.K, it's likely that you'll still often get it wrong. At least there are a lot of hilarious and sometimes awkward conversations to be had in the meantime though...6. **BRITISH TRADITIONS – FICTION** In their private life, the British as individuals are less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. 7. **CONSERVATISM – FACT** The example is the system of measurement. The British government has been trying for years to promote the metric system and to get the British people use it. But it's had a limited success. 8. **BRITISH FOOD IS TERRIBLE – FICTION.** Different classes have different food. Fish and chips are the English food for the working class. Seafood in the restaurant is a traditional upper class food. The traditional upper class breakfast is a "fry-up" (several items fried together, the most common of which are eggs, bacon, sausage, tomatoes, mushrooms and even bread), preceded by cereal with milk and followed by toasts, butter and marmalade all washed down with lots of tea. When the "fry-up" is omitted the breakfast is called "continental" (it is usually for working class people). 9. **BRITS DRINK TEA - FICTION.** "Ooooh, put the kettle on, will you»? Surprising as it may be, however, in 2017, England was only third in the world in its tea consumption, following Turkey and India, and mostly likely China as well. According to statistics, the English drink just as much coffee as they drink tea, so it would be hard to claim tea time as a national trait. Upper class drinks coffee and Italian wine. Working class Britons love a pint in the pub on Thursdays and Fridays. Although they do love tea with milk and drink quite a lot of it during the day. Tea is definitely a key part of British culture. Making tea for other people is the ultimate form of British hospitality. People from abroad tend to think Britons only drink the finest tea leaves from teapots, served in a beautiful cup and saucer. In reality, middle and working class Britons buy bog-standard tea-bags by the kilo and make constant mugs of it throughout the day. It may not be posh, but it's the quickest way to make a brew! Britons ALWAYS add

a dash of milk to black tea (no lemon, are you mad??)” The image of the British as a nation of tea-drinkers is a stereotype, which is somewhat out-of-date. It is true that it is still prepared in certain way (strong and with milk), but more coffee than tea is now bought. 10. BRITS SPEAK ENGLISH – FICTION The most prestigious upper class accent in Britain is known as “Received Pronunciation” or “RP”. It’s a combination of standard English spoken with an RP accent that is usually meant when people talk about “BBC English”, or “Oxford English”, or “Queen’s English”. You can usually tell a lot about a person’s class (background) just by listening to his accent. The average London-born Brit either speaks with a cockney accent or a normal London accent.

<https://www.spotahome.com/blog/weird-italian-traditions/>

If living in Italy has taught me anything, it’s that Italians have some awesome traditions. And I’m here to share them with you! 1. La Befana. La Befana is held on the same day as the "Parade of Three Kings" in Spain, on January 5. You know witches? The kind that fly on broomsticks, wear pointy hats. Right, so, take that image, but smash it together with Christmas. And that, my friends, is Italy’s beloved Befana. Yeah, I was just as baffled about this one as you might be. Much like the Reyes Magos of Spain, and in a similar tradition to Santa Claus, La Befana comes on the night of January 5th (Epiphany Eve) to bring all the good little girls and good little boys of Italy candy or little presents. Kids put a sock or a shoe out for her to fill with goodies, and they might even leave her some cookies. And, if you were a bad girl or boy throughout the year, you can expect a nice lump of coal instead. Sound familiar? I have to admit, I didn’t really get the whole “witch on Christmas” deal at first. But, Italians reassure me that she’s a kindly, good witch. And I’m down with anyone who wants to give me extra presents or candy on January 5th. We don’t celebrate that holiday in America, so I’ll take it. Add that to the list of reasons to never go back... 2. Ballo della pupa. If the Christmas Witch doesn’t seem bizarre or fun enough for you, then you’ll love the Ballo della pupa. Typical of southern Italy, \*il Ballo della upa\*, or the Dance of the Pupa, is a sight to behold. Participants make a mannequin of a woman (which, I assume, is fire-resistant), which is open on the bottom for a dancer to wear. The dancer gets in this mannequin-costume, and starts dancing. Then they light the whole thing up with tons and tons of fireworks. And they keep dancing while the fireworks are exploding off of the costume. That a person is inside of. I can’t exactly say that this is a completely normal thing for one to do, but I can say definitively that it is veryyy bizarrely entertaining. Words can hardly describe it, so I encourage you to see it for yourself. 3. Il volo dell’Angelo. Everybody knows about Venice’s famed Carnevale. The masks. The costumes. The lavish parties. The smiling woman jumping off the bell tower in Piazza San Marco with nothing between her and the ground but a harness strapped onto her dress. Wait, what? A staple feature to the Carnevale festivities each year is the iconic Volo dell’Angelo, and it is exactly that: a flying angel. Each year, a different woman is selected to be the “angel”, who has the honor of dressing up in a lavish, beautiful costume, being strapped onto a harness, and then flying down across the Piazza San Marco over the heads of thousands of onlooking people. The event dates back to the 1500’s, when acrobats used to perform the flight without, well, much protection. Unsurprisingly, this led to tragedy in 1759, when an acrobat didn’t so much fly, but...well, Buzz Lightyeared. For a while afterwards, il Volo dell’Angelo was prohibited during Carnevale. But, fortunately for us lovers of the bizarre and fun, it came back in the form of its current incarnation. Ah, Carnevale. Great fun. 4. Calcio Fiorentino. Are you a soccer fan? Football fanatic? And, do you love a good hockey fight? Or don’t like football at all? Calcio Fiorentino is the bizarre but fun sport that you never knew was missing from your life. Originating in Florence during the Renaissance, Calcio Fiorentino is a 50-minute roller-coaster ride of emotions. The game, which some have referred to as “barbaric” (though I’m not making any judgements), is what you get if you take, like, soccer, rugby, and hockey, mash them all together, and dress it up in Renaissance Fair costumes. Best part? The game is like the Hunger Games of football. Fun times. All the more reason to move Florence up high on your travel bucket list. 5. La coppa dell’amicizia. If pyrotechnics, flying women, and borderline barbarism aren’t your thing (WHATEVER, you monster), you could always settle down on a cold winter night with some good friends and drink from la coppa

dell'amicizia, or the friendship cup. And every time you drink, you have to do a cheers to something – doesn't matter how random or vulgar it is. You gotta cheer! Originating from the Valle d'Aosta region in northern Italy, this terracotta cup (of sorts), often called "la grolla", normally comes with 4 or more drinking spouts, one for each friend. Typically, different mixtures of coffee and alcohol, or just alcohol, are pretty typical too. After a day out skiing in the alps with friends, who wouldn't like to come back home and get tipsy together? Just remember which spout is yours! Just promise you won't do the ballo della pupa after drinking from the coppa dell'amicizia. And, on your next trip to Italy, be sure to catch at least one of these 5 strange but true Italian traditions!

<https://www.dailymail.co.uk/news/article-2922491/UK-s-main-worries>

In 2014, the UK was a nation of miseries. The study of 2,000 people, titled the 2015 UK Optimism Audit, found that more than 40 per cent are unhappy with their lives. One in five felt there isn't a future with their current partner. And work life brings little respite - nearly a quarter don't feel they're going anywhere in their job. Just a quarter of people felt their career had gone to plan and were actually able to do the job they originally hoped to do. Just seven per cent described themselves as very happy with their image, while a confidence-lacking 40 per cent of people are actively unhappy with the way they look, results showed. Just three in ten of us were happy with our lives, a study has revealed. Job security, debt and body image are among top 20 worries. Most believe making just one change would improve their happiness levels. Lifestyle niggles, worrying about their image were reasons for feeling worried, with nearly three-quarters succumbing to the winter blues. Top 20 worries for Brits: 1. Getting old in general. 2. Worried about my savings/ financial future. 3. Low energy levels. 4. My diet. 5. Financial/credit card debts. 6. Job security. 7. Wrinkles or ageing appearance. 8. Worried about my physique. 9. Paying rent/mortgage. 10. I seem to be generally unhappy. 11. I need to find a new job. 12. Whether or not I am attractive. 13. Whether my partner still loves me. 14. Whether I'll find the right partner/ whether my current partner is right. 15. A friend or family member I've fallen out with. 16. Whether I'm a good parent/ raising kids right. 17. Meeting work targets or goals. 18. If my dress sense is good. 19. Pet's health. 20. Worried about the area I live in/ crime levels

<https://www.theguardian.com/lifeandstyle/2020/feb/16/not-so-fresh-why-jamie-oliver-restaurants-lost-their-bite>

The stereotype is that British only drink tea. Although they do love tea with milk and drink quite a lot of it during the day. In 2019, Britain was not in the list of the world's top 25 coffee consumers per capita, and every Brit daily drink 1.4 cups of coffee. The research, conducted by the Centre for Economics and Business Research (CEBR), found the UK's coffee consumption has soared to 95 million cups a day in 2018, up from 70 million in 2008, suggesting an increase of 25 million over the last 10 years. Part of the research included a survey of 2,000 adults in the UK. Nearly a third of people surveyed indicated they don't drink coffee at all, but at the other end of the scale, 6 per cent said they drank six or more cups a day, with the average person consuming around two cups a day. In 2019, a majority of 76 percent of respondents drank coffee at home, followed by about 25 percent who usually drink drip coffee in a café. Brits also love a pint in the pub on Thursdays and Fridays. Fish and chips is not the only food British people eat. British people have a lot of nice food which is quite simple to make. They've also embraced Italian, French and Greek cuisine. Some of the most famous British foods include Sunday Roast, Beef Stew, Cornish Pasty, Shepherd's pie and Cottage pie, Mince pies and many more. I think there is more than a hint of anti-British sentiment in the stereotype that British food is bad. Yet it's British food that gets by far the most criticism of any national cuisine, British food seems to be basically a byword for bad food. Interestingly I have noticed in the US that if a restaurant labels traditional British food, such as Shepherds Pie as "Irish", then it suddenly becomes acceptable to serve it. So why did British food in particular get a bad reputation internationally? I

think it's probably from the Second World War. All the American GIs were posted to Britain, at a time when rationing was in place, and were being fed shit like boiled corned beef and cabbage all the time. It was their first time in a new country, and the food sucked. So when they all went home, they took with them the idea that "British food is terrible and bland". American culture then propagates across the world, and the idea sticks. If the soldiers had been based in Sweden or something, then we might hear a lot more about Swedish food. It depends who you want to compare to. If you compare to other windy Northern coastal nations (Iceland, Canada, Latvia etc), British food isn't bad at all. If you compare to countries we frequently trade with and consider peers (France, Spain, China, America), British food is pretty bland. I would say that traditional British food is fairly typical for a country of its latitude, and in many ways I would argue it is more varied and innovative than many similarly Northern countries. The idea that say Dutch food or Eastern European food is any better than traditional British food seems laughable to me. A lot of Eastern European food seems to mass produced, processed meats and a lot of tinned and jared preserved stuff, hardly what I'd call high quality. Mostly due to the outdated view of Americans who ate post-war hotel and restaurant food as tourists I think which led to ridiculous claims such as that by Krugman that "your typical Englishman, circa, say, 1975, had never had a really good meal". The New York Times has always pushed this outdated cliché with a recent article bizarrely claiming Londoners used to eat "porridge and boiled mutton". Boiled mutton. Nobody ever ate this ever. In the 70s it was Findus Crispy pancakes and Berni inn onion rings. He seemed to confuse the 1970s with the 1850s. I am surprised he didn't mention Jack the Ripper. His source? Charles Dickens. My grandparents ate well at home. Their bread was freshly baked, proper loaves from a baker (no Mothers Prime!). Vegetables often home grown with meat from a butcher and home baked fruit tarts. They rarely if ever ate out as an American tourist would have. Tourists, Americans in particular, seem to have a bizarre talent for finding the shittiest restaurants that nobody in their right mind would go to, then ordering something that would be terrible even if it was cooked well. Why not ask someone for advice!? I could point you to half a dozen brilliant places ten minutes walk away, and I don't even live in a big town. Instead you've gone to a 'steaks and milkshakes' place I never heard of, or you've gone to KFC and complained that the food is no different to what you could get at home. Gaah! I think there's been a pretty major shift in the way British view home cooking over the past 20-30 years, particularly among the Middle classes. I suspect it has a lot to do with the rise of French/Italian trained British chefs in the 90s/early 00s - Marco Pierre White, Gordon Ramsay, Jamie Oliver etc - ordinary lads that grew up on the same food as everyone else, but wound up cooking European haute-cuisine. I think that did an awful lot to 'de-snootify' the concept of fine dining, such that you had middle-class families cooking beef bourguignon as often as they had roast beef.

<https://www.theguardian.com/commentisfree/2012/oct/24/how-snobish-british>

In your experience, how widespread is snobbery of this kind in Britain these days? Are people less likely to judge people on the basis of their appearance, accents or diction than previous generations? Or has little changed? If you don't live in Britain or have travelled widely, do you think of it as a particularly British phenomenon? Snob means "lowly person" or "lowly person imitating a social superior" and finally - "person who despises those considered inferior." Definitions of snobby. Is snob an insult? Snob is a pejorative term for a person who believes there is a correlation between social status (including physical appearance) and human worth. Snob also refers to a person who feels superiority over those from lower social classes, education levels, or other social areas. Is snob a slang word? It used be slang for "shoemaker," then "common person," and then came to mean "someone who doesn't have a degree from a fancy university," and then it started to mean "people who liked to pretend they have degrees and are generally fancy and look down on common people like shoemakers." How snobbish are the British? A couple who were hoping to hold their wedding at Stoke Park in Buckinghamshire was accidentally sent an email telling them that they were not the "type of people that we would want". Pauline Bailey, a drug and alcohol counsellor, has speculated that the staff were put off by her future husband's eyebrow piercing and earrings. Why is English considered **snobbish**

**or aristocratic?** Is it due to the Britain snobbism? The Queen and her son Charles? Or the nob and toff Tony Blair? If you're talking about Received Pronunciation in particular? I'm not sure why it's perceived as snobbish, except that that's what the Royals and the Upper Class speak. Some British accents, particularly but not limited to "posh" ones, do sound snobbish to me, mostly due to U.S. stereotypes. I mean, the worst they got in England is, y'know. An example of snobbish is Good Hotel Guide (2002). What about England's second city, Birmingham - how many properties there get the nod from The Good Hotel Guide? Just the one there: the Hotel du Vin & Bistro. I've heard of this one. England's third largest city, Liverpool, doesn't manage to get a main listing for a hotel. So in terms of good hotels, Liverpool apparently rates below the likes of Great Snoring in Norfolk or Doddyscombsleigh in Devon, which manage to rack up an entry apiece. And in a guide of some 580 pages, just 19 are devoted to London hotels. I don't think I'm being unreasonable to suppose that if you produce a book which is called The Good Hotel Guide, you might trouble to suggest some places to stay in the country's major cities. There's altogether far too much snobbishness attached to hotels and, by association, hotel guides. In the United States, for example, very grand hotels often have their own in-house delis where you can get a takeaway sandwich and a cup of coffee. Many are happy to list the number of the local Pizza Hut, so that you can order in a pizza. Imagine The Good Hotel Guide warming to a charming B&B in Little Dithering that is happy to direct you to the nearby Happy Fryer fish and chip bar for your evening meal. But why not? Charming, family-run hotels are nice to stay in for a weekend in the country, but this isn't all we want to do. It's time The Good Hotel Guide - and the other hotel guides - took the trouble to reflect this.

<https://www.nationalstereotype.com/english-stereotypes/>

<http://www.russianwomanjournal.com/English/pages/discussion4.htm>

The most common picture depicting a typical Englishman is a man wearing a bowler hat and reading the Times newspaper. But being honest, when I think of the Englishman Stereotypes (Not British), I think of Beer, Bull dog, Cricket, Tea, Big Ben, Shakespeare, pubs, Mr. Bean, Double Decker bus, Queen, Morris Dancing, Royal family, Union Jack, God Save the Queen, Battle of Britain, Trooping the Colour', Rain. I proceed with the English Stereotype. England is a land of beer, football and bad weather. Englishmen have the perpetual ability to combine a stiff upper lip. Stereotypes about Britain are simply not true, but some stereotypes have grounds in them. 1) English people drink tea all day. The current population of the United Kingdom is estimated at over 67.1 million, as of 2021. In July 2020, it was 67,886,011. The foreign-born population in the UK increased from about 5.3 million in 2004 to nearly 9.3 million in 2018 or 14% of the total population. One in every six Britons is not an Englishman. One in every two Londoners is not an Englishman. Nobody knows what foreign born people drink in Britain. So the stereotype that each Brit consumes 1.89 KG of tea per year, according to 2009 figures, is completely false. Of course, tea is the 2nd most popular drink in the world next to water, so the population of Britain is not alone in love for a cuppa! There are three nations in Britain which are around one million: Indians, Poles, Pakistani. The number of 61 nations in Britain is more than 25.000 people. Although traditional class boundaries have become more blurred in 2020, most Britons do tend to identify with one of the 3 main classes for better or for worse. Some claim that social mobility is greater now than it was for previous generations. Evidence suggests that Britain unfortunately remains divided along class lines. A large number of political commentators insist that the Establishment (the monarchy, Church of England, Oxbridge and the BBC) does not have any say in modern society. This is not true. According to a 2011 poll of 161.000 Britons which was published April 2, 2013, 90 per cent of Britons identify themselves with a particular class, and 53 per cent think that there still exists clear-cut social stratification in the country. The BBC teamed up with sociologists from leading universities analyzed the modern British class system. They surveyed more than 161,000 people and came up with a model made up of seven groups. The first definition is a man`s race. The second definition is a man`s accent, which shows his social status. The third definition is a man`s lifestyle. Englishmen invented racism, apartheid, the planet population division it «Three Worlds», the false Human Development Index. Britons considered themselves belonging to the First World - the elite population on the planet Earth. The British consider themselves to have 0.922 Human Development Index, and consider Russia to be a Third World country with the Human Development Index 0.816 (the average is 0.7). Adding insult to inaccuracy, when used in its modern context, Third World is considered to be a term that degrades countries which are developing and poor. The invention of pseudoscientific Human Development Index classification shows snobbery. Britons believe in the importance of social position and establishing a person`s class. Here is the explanation of snobbery, which was written by R. Doug in 2008. «Snobbery can be either financial or

intellectual. An intellectual snob has nothing to be snobbish about. Financial snobbery seems more important for those who have become rich as opposed to those born rich. Some are particularly sensitive about their origins and overcompensate with anxiety to impress. The 'self-made' rich may have started from nothing or poverty. They are proud of their achievement which they demonstrate by ostentatious displays of wealth. Why not? 'If you got it, flaunt it.' These efforts to impress are understandable and natural. Britain is one of the few countries where such achievements are possible and encouraged. But there is more to class than being rich. On its own, money does not guarantee social standing. Here are two extreme examples. A wealthy man's ancestor had been knighted. This gave the family a title and made this man a Lord by inheritance. I overheard him described as 'only a grocer.' Since the family fortune was built on 100 years of successful trading in groceries this remark was accurate. Although accurate it was also cruel, intended as a 'put down.' It might be thought to reflect badly on the speaker. From time to time, politicians of the day make such appointments to our House of Lords as a reward for their personal lifetime achievements. Some are virtually a personal reward by the prime minister and are for lifetime only. These are not inherited. This family was not such an example. Theirs was made on the strength of having developed a substantial food distribution company, employing thousands of people, to the benefit of our society. The quoted 'put down' remark may have intended to imply that this was a purchased title. It was wrong. It shows how subtle such matters are. Another example was the attitude of Princess Diana's family towards the Royal family. Diana's ancestors were one of the ruling families instrumental in appointing a Hanoverian German as our King George 1st in 1714. They regard themselves somewhat above the 'newly arrived' Royals. Social position is not only a matter of money. You cannot rise by having money or wealth. Other qualities are required. By comparison American society venerates wealth above all. Most personal and behaviour faults will be ignored if you are rich enough. A strength of British society has always been to permit newcomers to 'rise from the ranks.' It is almost a joke how rich young foreign men and/or their daughters are sought after by children of old British families. This provides funds from the New World to finance the old. Pragmatic is one description. Survival is another. So what are these layers of society? How are they defined? How can someone know which layer a particular person belongs to? How can you tell which class a particular person belongs to? Our basics are the same as everywhere else. How they are paid is an important clue. At the bottom of any pile is the unskilled. This usually means a labourer or someone doing other menial work. Such is the universal 'lower working class.' These are normally paid weekly or by the hour. Next up the scale is a skilled tradesman. A plumber or bricklayer, or any work that uses acquired skill and knowledge but requires manual input, is regarded here as a 'upper working class' drifting into 'lower middle class.' This would include someone who controls a group of such people, such as foreman. These people are normally paid monthly. Lower middle class is the next step up. Factory manager, shopkeeper, salesman, or others who do not do manual work themselves but are 'line management' and closely involved with those who do. These are paid monthly and often enjoy some sort of profit share or bonus, based on their department's performance. Middle class includes architects, accountants, medical doctors and dentists, teachers, university professors, military officers, solicitors and some levels of lawyers. Such people will have undergone higher education combined with some years of practical experience in their chosen profession. Payment will be on a regular basis but without a bonus benefit. Often these professionals are self employed. They may be appointed for one specific purpose relating to their qualification. Payment by a fee follows satisfactory completion of their work. Some are not allowed by their profession to deal directly with customers but must transact via a third party, outside person or organization. For example, lawyers are appointed by a solicitor. They are not financially involved directly with the paying customer. The solicitor is responsible to the lawyer for payment if the customer defaults. The next layer is 'upper middle class.' This covers successful members of the middle class who have attained promotion and recognition of their progress by their peers- contemporaries in their profession or organization. The layer above everyone is our 'upper class.' Most modern family origins seem to be based on the Norman invasion of 1066. The entire land was conquered and ruled by the original supporters of the invading Normans. Many of these families still own that land and still exert influence where it matters. Differences from the new middle classes is where the difficulties of discerning 'who is what' becomes a serious matter, for those who care. These have evolved over hundreds of years and reflect gradual changes in our society. Nothing is written down. We do not have a written constitution for very good reasons. Actual wealth is not a reliable guide. There are many poor members of the British upper class. Displays of wealth are very suspect, as explained above. So how are these differences recognized? There is no one reliable indication. If it was easy everyone could do it and probably try to copy it. A subtle combination of speech, general behaviour, and attitude towards others is

involved. How do they treat people such as waiters or chauffeurs or someone performing a service for them? Is it with respect or intimidating dominance? Members of this class do not need to impress. They don't try. They tend not to shout whatever the provocation. Personal restraint is important. They have been conditioned by schooling which encourages self control. They are educated to be the future rulers. If you can't control yourself why should you expect to control others? Other outwards signs include speech. This is not about correct grammar or construction but the choice of words. Classic indicators are what? or pardon? Either is technically correct and means the same thing. Which one you use establishes your class. A piece of furniture may be called 'settee' or 'sofa'. They both mean something to sit on -ie a seat. But which one is used by which class? Other wordtraps include 'lounge' or 'drawing room', 'napkin' or 'serviette'. As a guide, a word with French origins is usually the wrong one. Sentence construction is another indicator. Absolute precision is often an indicator of a foreign origin or education. Some slang is abhorred by the educated. Some expressions are technically incorrect but useful indicators. For example 'it aint' is a shortened version of 'it isn't'. 'Aint' is incorrect. It may even be disparaged. Those doing so betray themselves. This is called an 'own goal' and is received with glee, by those who care. The English have always got on well with Chinese. They share many attitudes. Both understand the importance of trade and profit. Both share and appreciate oblique speech. An Englishman will look at your garden and comment 'your lawn is growing well or looks healthy' or some such compliment. What he means is 'the grass is too long and needs mowing.' Like the Chinese we don't say what we mean. You need to look behind the words. Someone trying to establish your social position may ask 'Where are you going this weekend? What they are trying to establish is 'do you have a second home in the country?' meaning are you rich enough to have one? Another important marker is our schooling system. We have two completely separate streams; private or public also called 'State.' As if to confuse foreigners we call our private education schools 'public schools.' State education is free, private is very expensive. In private education children stay at the school overnight and therefore away from parental influence. Some boarding schools offer day attendance education, which reduces costs for parents. Which is better is a matter of debate and opinion. The education is the same but subtle differences of behaviour in a boarder which the day pupil does not absorb or even notice. There are subtle methods of establishing someone's religion. The Scottish city of Glasgow has two soccer teams. Glasgow also has two important religious groupings; Catholic and Protestant, fiercely antagonistic towards each other. If you care about religion you don't ask which one your correspondent follows, you ask which football team they support. So how does this apply to someone contemplating a move from east to west?>>

<https://www.dailymail.co.uk/news/article-2785900/Posh-charming-Queen-s-English-favourite-accent-Received-pronunciation-comes-nine-ten-traits-looking-humour-try-Geordie.html>

BRITAIN'S FAVOURITE ACCENTS. 1. Received pronunciation (RP) 2. Edinburgh 3. Australian 4. Irish 5. Yorkshire 6. American 7. Geordie 8. Mancunian 9. Glaswegian 10. Welsh. The eHarmony.co.uk experiment involved 750 participants. They listened to sound clips of men and women with 19 different international and regional accents and scored what they believed of the person based on 10 character traits. The poll also identified a phenomenon dubbed the 'Cheryl Cole factor' where celebrities shape our preconceptions about accents. Despite the reputation of French and Italian men, RP is the real language of love - as well as many other things. Edinburgh came second overall ahead of Australian, southern Irish, Yorkshire and American. They were followed by Geordie, Mancunian, Glaswegian and Welsh. French was ranked only 16th for attractiveness and Italian came in only slightly higher at 13th. French performed better in the 'romantic' category but was still only placed third behind RP and Edinburgh. More than one-in-five (22 per cent) admitted the allure of some accents is so strong they have actually gone on a date because of it. Seven percent have 'played up' how they speak because they believed it sounded attractive. Professor Jane Setter, a phoneticist at Reading University, said: 'RP speakers have been rated highly in terms of intelligence - and the accent itself as attractive - since studies like this began.' Actors with this accent - like Patrick Stewart (Star Trek: The Next Generation), Michelle Dockery (Downton Abbey) and Richard E. Grant (Withnail and I) - come over as urbane, charming, witty and educated and - well - wouldn't everyone want that from a prospective romantic partner? 'The Edinburgh accent is also associated with culture and intelligence - think Sean Connery or David Tennant and you're already swept off your feet. 'However, comedians are rarely RP speakers and



so it is no surprise to see it rated less highly in that respect; Sarah Millican (Geordie) and John Bishop (Liverpool) spring to mind as wonderfully funny, articulate people. 'Our preconceptions and love of certain lilts, drawls and tones when it comes to accents is mostly down to experience and stereotyping. This helps to explain why RP scores so highly across all categories - it's the accent we associate with trusted newsreaders plus it continues to be used as the model for teaching English as a foreign language. In terms of other accents which were rated highly for attractiveness - again stereotyping is at play. Across the pond we see Americans as colourful and international so they're 'interesting', Yorkshire folk are seen as down to earth and honest and the Irish have 'kissed the Blarney stone' and are celebrated as charming and quick witted. In terms of French and Italian not faring so well this could simply be down to a lack of familiarity with their unique inflections.' Jemima Wade, spokesperson for eHarmony.co.uk, said: 'After spending time getting to know each other online the first time you meet and say 'hello' on a date is a special, exciting moment. Yet while accents may be appealing at first - sparking initial interest and attraction - happy long-term relationships are about far more than that.' Received pronunciation is the unmistakable sound of the Queen and old BBC newsreels. And despite being perceived as a little posh, received pronunciation (RP) is still our favourite accent. A survey has found that the Queen's English is most associated with nine out of ten positive character traits, including attractiveness, intelligence, honesty, charm, sophistication and reliability. The only category where it falls short is in humour where it came only eleventh with the Geordie lilt sounding most fun ahead of Liverpoolian, Irish, Cornish and Essex.

<https://blog.lingoda.com/en/british-accent-posh-not-posh/>

It is very true that Britain is divided by class, by who has money and who doesn't. People can make judgments as soon as a person opens their mouth. An accent gives away where a person is from. The UK has many accents, from northern to southern and everything else in-between. Erin goes through her experience of understanding, as a Canadian, British accents and explains to you what a real posh British accent is. Posh British accents. One of my jobs when I worked in London, involved sitting in an open-plan office between a man from Yorkshire and a woman from Cambridgeshire. They were dating. In true British fashion, this meant they teased each other relentlessly during the work day. One of the subjects of their silliness was making fun of each other's accents. While I would have said they were of equal poshness, he was from the north of England, traditionally an accent associated with the lower classes, and she was from the south. We worked at an arts centre, so we all said the word 'dance' quite a bit. When she said it, it came out 'dAAHnce', but when her boyfriend said it, it came out 'daance', closer to the 'a' sound in the word 'trap'. This is a bit of a giveaway as to whether someone has grown up with a fair bit of money, but it can also just mean they are from the south of England. Dropping 'T's in the middle of words is another flag - saying 'wah-er' with an almost glottal stop in the middle, instead of 'water', for instance. Not so posh British accents. As I mentioned, the northern accents can be associated with lower social classes, without having any relation to a person's actual background. It can be a problem when you're looking for work, to the extent that lots of people I knew from the north would 'smooth out' their accents when interviewing for a job. But littering your speech with slang words like ending sentences with 'innit?' and calling people 'luv' is definitely a lower-class accent flag. Dropping the 'H' at the beginning of words is a classic, if you've ever watched My Fair Lady you know what I'm talking about. This particular habit of H-dropping is still considered very lower-class and stigmatised accordingly. The Queen's English. Received Pronunciation, or RP for short, is also sometimes called the Queen's English or BBC English. This is the clean, clipped version of the southern English accent heard on the BBC News, and many costume dramas (the fancy costumed characters at least, if it's accurate) The servants wouldn't talk like this. You're likely to hear that long 'dAAHnce' of my Cambridgeshire colleague from someone speaking RP. If you're thinking that to consider one region's accent as 'correct' and everyone else's a bit lacking, you're right. It's definitely a point of controversy in the United Kingdom, for sure. This was one of the reasons Coronation Street was such a huge thing when it was first broadcast in 1960 - audiences hadn't heard people with northern accents on TV before! It's also been a complaint about the show ever since, actors with questionable northern accents are made fun of relentlessly. Of course, in Downton Abbey, the period drama, we get a cross-section of accents from the very poshest of the aristocratic Crawley family down to the very thick accents of Daisy the scullery maid. The Crawley family house is set in Yorkshire, in the north of England. So while the upper class family members have a

southern-sounding posh English accent, the servants are more clearly northern. And what happened to my southern and northern colleagues? Oh, they got married and lived happily ever after. **In the north.**

<https://www.antimoon.com/forum/t12112.htm>

What exactly is a "Posh Accent"? I wasn't able to look it up on wikipedia. "Posh" is a Britishism for upper-class. A posh accent would be someone who talks like the public school products who live/frequent Sloan Square in London and use expressions like N-Double-O-C (not of our class). Also, they say: NOCD (Not our class darling). Actually it's Sloane Square.....with an "e".....as soon as you emerge from the bowels of the earth at Sloane Square tube station, on the District and Circle Lines, then you will see Sloane Square itself immediately in front of you in all its arboreal grandeur, with the famous King's Road leading out from it on the opposite side of the square and taking you down into Chelsea proper, the true stomping ground of all the "yah" "yah" Sloanes. Beware of hordes of people milling about around you all saying "yah" instead of "yes" and looking like they can hardly wait for their next Pimms. These are known as Sloane Rangers....the late Diana, Princess of Wales, was a Sloane Ranger, and she used to say "yah". This is proper "posh" speak. Camilla, Duchess of Cornwall, missus of the Prince of Wales, speaks "posh", as does her old man, Charles. The Queen speaks "posh", and so did her old man, grumpy Pip. Her Ladies in Waiting speak "posh". Her Private Secretaries all speak "posh". In fact the whole Establishment all go around speaking "posh". Her chambermaids and footmen and butlers and chefs and under parlourmaids et al are not likely to speak "posh" though.....they no doubt come from all over the UK, and perhaps from further afield now, who knows, in which case they neither speak "posh" nor "regional" - just "foreign". The Commanding Officer in charge of the Troop of Guards and Household Cavalry outside the Queen's windows at Buckingham Palace, down in the courtyard and forecourt, speaks "posh", but not many of the footsoldiers of the Brigade of Guards or Household Cavalry, all resplendent in their colourful uniforms, speak "posh" - in fact, none at all I would say. They too come from all over the UK. Certain sectors of the English populace are very good at "posh" - they perfected it down to a tee, a phenomenon of England....some people think that the word "posh" - meaning smart, refined and elegant - originated from the dandies of former times. A "posh" in Regency times in England (17th/18th centuries) was a stylish, highly affected fop of a man, elegant in dress and manner, and speaking accordingly to suit his bearing. Others say that "posh" is an acronym for Port Out, Starboard Home - meaning those cabins on board ships of the British fleet in the most desirable locations on the vessels, affording the most comfortable facilities for the more affluent and influential people, and port/starboard according to the position of the sun and thus allowing for shade for the privileged elite. The Queen still sounds pretty typical (for the UK, not in the US) to me, and pretty understandable for someone from the UK. Maybe I'm not all that good at distinguishing UK accents, because they're all so vastly different from mine. I seem to recall that Damian had problems distinguishing most US accents, except the very extreme ones (deep south, eastern New England, traditional Brooklynese, etc.) A posh accent good example would be Jacob Rees-Mogg, a he Conservative candidate for the North East Somerset Parliamentary Constituency. He is the son of William Rees-Mogg, the former editor of the Times (1967-1981). His father was High Sheriff of Somerset from 1978 to 1979, and was appointed a Knight Bachelor in the 1981 Birthday Honours and knighted by Elizabeth II in an investiture ceremony at Buckingham Palace on 3 November 1981. In the 1988 Birthday Honours, Rees-Mogg was made a life peer on 8 August that year as Baron Rees-Mogg, of Hinton Blewett in the County of Avon. He sat in the House of Lords as a cross-bencher. The University of Bath awarded him an Honorary Degree (Doctor of Laws) in 1977. His son Jacob Rees-Mogg was often mentioned that his extremely posh accent (which is too posh for his age - he was only 39) might be a disadvantage in establishing a successful political career. Probably it's not just the accent but the attitude as well... referring to non-public / private school-educated people as "potted plants" is far from being a gesture that guarantees widespread popularity... William Rees-Mogg was born in Liverpool and was raised in a middle class family. So his posh accent was a received pronunciation from Oxford university.

## **Раздел 2. Initial contacts across cultures. Getting connected. Dress for success**

<https://www.chineseclass101.com/blog/2019/08/16/chinese-body-gestures/>

When you're engaged in a conversation, body gestures play a great role in conveying your message. A lot can be integrated into your body language. With well-performed body gestures along with verbal language, individuals' communication can be way more efficient and delightful. Due to the differences between cultures, the rules for body gestures can vary. China,

with a rich and strong history, refers to this as 礼仪之邦 (lǐ yí zhī bāng), meaning a state of ceremonies. As the very crutch of Chinese language, Chinese gestures and body language in Chinese culture hold much importance. If you want to communicate and express yourself more vividly and properly, here's a guide to open your eyes to Chinese culture and its body gestures! Start with a bonus, and download your FREE cheat sheet – How to Improve Your Chinese Skills! Body Gestures for Greeting. In China, body language and gestures are commonly used to express friendly greetings in both formal and casual environments. Here's a quick guide, though these are mostly self-explanatory and common in other cultures and regions. 1- Nod. Nodding is one of the easiest ways to greet someone. It's often used with people you're not very familiar with, in formal business occasions, or when you don't have time to talk. You can just simply nod with a smile to the person you wish to greet. 2- Shake Hands. Shaking hands is a vital body gesture for showing courtesy and friendliness in Chinese culture. It shows a good measure of politeness and respect. You can use this gesture either in a formal business occasion or at a casual party to make some new friends. 3 - Wave Hands. How to Express Numbers. Similar to Western culture, waving hands when saying goodbye or hello is very common in China as well. It's more likely to be used between close friends or people your age. 2. How to Express Numbers. Similar to in other cultures, Chinese body signs and hand movements are often used to express numbers. Learn more about this aspect of Chinese body language and gestures here. 1- One through Five. In Chinese: 一 Pinyin: yī. In English: One. In Chinese: 二 Pinyin: èr In English: Two. In Chinese: 三. Pinyin: sān. In English: Three. There are two ways of doing three depending on personal habits. One way looks like an OK gesture where thumb and index finger form a ring, and the other three fingers point up straight. The other is to simply stick out three fingers. In Chinese: 四 Pinyin: sì. In English: Four. In Chinese: 五. Pinyin: wǔ. In English: Five. As you can see, in Chinese number gestures from one to five, the hand gestures are nearly identical to those in western countries. The number of your fingers that you stretch out literally represents the number you're suggesting. These hand gestures aren't difficult to master, right? Now, are you ready for more of a number challenge? 2- Six through Ten In Chinese: 六 Pinyin: liù In English: Six. For numbers from six to nine, the explanations for the gestures are controversial. Some say that the gestures mimic the writing. Six and eight mimic their Chinese characters, 六 and 八 respectively. If you do the gesture and then keep it upside down, can you see that the shape looks just like the character? And gestures for seven and nine mimic the shape of 7 and 9. There are various ways of doing ten. One common way is to use index fingers from both hands to form a cross. This is a way to mimic its Chinese character 十, which looks like a cross. Another way is to hold a fist, which looks like a rock, and it means 石 (shí) in Chinese. This pronunciation is the same as 十 (shí), so when a Chinese person sees a fist, it's not hard to imagine the number ten. Feel free to choose whatever that makes you feel comfortable. These Chinese hand gestures are probably quite different from what you know (sometimes they can even be different between various regions in China!). It might take some time for you to memorize it all, but don't worry! Just try to understand how they're represented, as this will help you absorb the gestures more quickly! 3. Special Body Gestures. Chinese gesturing also includes a few special body gestures that you should know before your trip to China! Here are a few of them. 1- How to Point to Yourself. In Chinese culture, when you're relating something to yourself, you may point to your own nose with your index finger. The meaning of this is completely different from its meaning in Western culture, where it may be considered rude to do so. However, remember to avoid pointing your finger to other people's nose. It's perfectly fine for yourself, but when referring to others, you may want to use your whole palm instead to show full respect. 2- Hug People Carefully. When it comes to hugging, Chinese people might be a bit reserved. In Western culture, it's perfectly normal to hug someone when greeting, even someone you barely know. As for Chinese greetings, Chinese people cannot accept such closeness. If it's not someone you're extremely close with or it's not a very special occasion on which to show affection, remember to avoid hugging! This Chinese

gesture may be considered rude. You may just want to offer a handshake instead. 3 - “Come Here” Gesture. When you want to summon someone to come to you, as commonly known in Western culture, you usually make this sign with your palm facing up. This is slightly different in China. Chinese people are accustomed to making their palm face down while summoning people. Anyhow, this is usually for people who are younger than you, kids, your employees, taxis, or waiters. For peers or your elders, this may be considered inappropriate and perceived as a lack of respect. You may instead want to politely invite them over with your arm suggesting the direction, or with a proper bow.

4. Popular Informal Body Gestures for Fun. Chinese nonverbal communication can go way beyond simple greetings and formalities—they can even be fun! Here are a few Chinese gestures and signs that have gained popularity in Chinese culture for being convenient and even cute! You’ll fit right in with your Chinese surroundings once you get the hang of these. 1- Make a Little Heart. Using your thumb and index finger to form a little heart has recently become an incredibly popular gesture in Asia because of how adorable it looks. Many celebrities are starting to do it as well to show their love for their fans. If you have a close Chinese friend (or are someday able to meet the celebrity of your dreams!) and you want to show how much you appreciate him/her, this is undoubtedly a pleasant way to do so! 2- Make “Okay” with Your Fingers. Similar to in Western culture, you can certainly indicate “OK” with your fingers since the English phrase “Okay” (along with many other simple English phrases) have been integrated internationally and are now a part of Chinese people’s daily lives. 3- Fist and Palm Gesture. This is a Chinese tradition meaning “wish you good fortune.” It may feel strange at first, but as you practice more and get used to it, it will become very fun and natural to do! Chinese people usually do it during New Years, especially young people; they do it to elders to show their respect and good wishes. If you show this gesture to elders during a Chinese New Year celebration, you might want to add 给您拜年了! (*gěi nín bài nián le*), which is a way to say “wish you a happy new year” in Chinese. 4 - Typical Peace Sign for Taking Pictures. If there’s one pose that everyone uses at least once in their life for a picture, it’s the “peace” sign. However, Chinese people use it quite differently than some Western people. In Chinese culture, they like to show the side of their palm to the camera while taking a picture. Further, girls like to put the “peace” sign close to their face or even directly point it to their face.

<https://www.verywellmind.com/understand-body-language-and-facial-expressions-4147228>

Understanding body language can go a long way toward helping you better communicate with others and interpreting what others might be trying to convey. While it may be tempting to pick apart signals one by one, it's important to look at these nonverbal signals in relation to verbal communication, other nonverbal signals, and the situation. You can also focus on learning more about how to improve your nonverbal communication to become better at letting people know what you are feeling—without even saying a word. Body language refers to the nonverbal signals that we use to communicate. According to experts, these nonverbal signals make up a huge part of daily communication. From our facial expressions to our body movements, the things we don't say can still convey volumes of information. 1 It has been suggested that body language may account for between 60 to 65% of all communication. 2 Understanding body language is important, but it is also essential to pay attention to other cues such as context. In many cases, you should look at signals as a group rather than focusing on a single action. Here's what to look for when you're trying to interpret body language. Think for a moment about how much a person is able to convey with just a facial expression. A smile can indicate approval or happiness. A frown can signal disapproval or unhappiness. In some cases, our facial expressions may reveal our true feelings about a particular situation. While you say that you are feeling fine, the look on your face may tell people otherwise. Just a few examples of emotions that can be expressed via facial expressions include: Happiness. Sadness. Anger. Surprise. Disgust. Fear. Confusion. Excitement. Desire. Contempt. The expression on a person's face can even help determine if we trust or believe what the individual is saying. One study found that the most

trustworthy facial expression involved a slight raise of the eyebrows and a slight smile. This expression, the researchers suggested, conveys both friendliness and confidence. 3 Facial expressions are also among the most universal forms of body language. The expressions used to convey fear, anger, sadness, and happiness are similar throughout the world. Researcher Paul Ekman has found support for the universality of a variety of facial expressions tied to particular emotions including joy, anger, fear, surprise, and sadness. 4 Research even suggests that we make judgments about people's intelligence based upon their faces and expressions. One study found that individuals who had narrower faces and more prominent noses were more likely to be perceived as intelligent. People with smiling, joyful expression were also judged as being more intelligent than those with angry expressions. The eyes are frequently referred to as the "windows to the soul" since they are capable of revealing a great deal about what a person is feeling or thinking. As you engage in conversation with another person, taking note of eye movements is a natural and important part of the communication process. Some common things you may notice include whether people are making direct eye contact or averting their gaze, how much they are blinking, or if their pupils are dilated. When evaluating body language, pay attention to the following eye signals. **Eye Gaze.** When a person looks directly into your eyes while having a conversation, it indicates that they are interested and paying attention. However, prolonged eye contact can feel threatening. On the other hand, breaking eye contact and frequently looking away might indicate that the person is distracted, uncomfortable, or trying to conceal his or her real feelings. **Blinking.** Blinking is natural, but you should also pay attention to whether a person is blinking too much or too little. People often blink more rapidly when they are feeling distressed or uncomfortable. Infrequent blinking may indicate that a person is intentionally trying to control his or her eye movements. For example, a poker player might blink less frequently because he is purposely trying to appear unexcited about the hand he was dealt. **Pupil Size.** Pupil size can be a very subtle nonverbal communication signal. While light levels in the environment control pupil dilation, sometimes emotions can also cause small changes in pupil size. For example, you may have heard the phrase "bedroom eyes" used to describe the look someone gives when they are attracted to another person. Highly dilated eyes, for example, can indicate that a person is interested or even aroused. **The Mouth.** Mouth expressions and movements can also be essential in reading body language. For example, chewing on the bottom lip may indicate that the individual is experiencing feelings of worry, fear, or insecurity. Covering the mouth may be an effort to be polite if the person is yawning or coughing, but it may also be an attempt to cover up a frown of disapproval. Smiling is perhaps one of the greatest body language signals, but smiles can also be interpreted in many ways. A smile may be genuine, or it may be used to express false happiness, sarcasm, or even cynicism. When evaluating body language, pay attention to the following mouth and lip signals: **Pursed lips.** Tightening the lips might be an indicator of distaste, disapproval, or distrust. **Lip biting.** People sometimes bite their lips when they are worried, anxious, or stressed. **Covering the mouth.** When people want to hide an emotional reaction, they might cover their mouths in order to avoid displaying smiles or smirks. **Turned up or down.** Slight changes in the mouth can also be subtle indicators of what a person is feeling. When the mouth is slightly turned up, it might mean that the person is feeling happy or optimistic. On the other hand, a slightly downturned mouth can be an indicator of sadness, disapproval, or even an outright grimace. Gestures can be some of the most direct and obvious body language signals. Waving, pointing, and using the fingers to indicate numerical amounts are all very common and easy to understand gestures. Some gestures may be cultural, however, so giving a thumbs-up or a peace sign in another country might have a completely different meaning than it does in the United States. The following examples are just a few common gestures and their possible meanings: **A clenched fist** can indicate anger in some situations or solidarity in others. **A thumbs up and thumbs down** are often used as gestures of approval and disapproval. **The "okay" gesture**, made by touching together the thumb and index finger in a circle while extending the other three fingers can be used to mean "okay" or "all right."<sup>10</sup> In some parts of Europe, however, the same signal is

used to imply you are nothing. In some South American countries, the symbol is actually a vulgar gesture. **The V sign**, created by lifting the index and middle finger and separating them to create a V-shape, means peace or victory in some countries. In the United Kingdom and Australia, the symbol takes on an offensive meaning when the back of the hand is facing outward. The arms and legs can also be useful in conveying nonverbal information. Crossing the arms can indicate defensiveness. Crossing legs away from another person may indicate dislike or discomfort with that individual. Other subtle signals such as expanding the arms widely may be an attempt to seem larger or more commanding while keeping the arms close to the body may be an effort to minimize oneself or withdraw from attention. When you are evaluating body language, pay attention to some of the following signals that the arms and legs may convey: **Crossed arms** might indicate that a person feels defensive, self-protective, or closed-off. **Standing with hands placed on the hips** can be an indication that a person is ready and in control, or it can also possibly be a sign of aggression. **Clasping the hands behind the back** might indicate that a person is feeling bored, anxious, or even angry. **Rapidly tapping fingers or fidgeting** can be a sign that a person is bored, impatient, or frustrated. **Crossed legs** can indicate that a person is feeling closed off or in need of privacy. **Posture.** How we hold our bodies can also serve as an important part of body language. The term posture refers to how we hold our bodies as well as the overall physical form of an individual. Posture can convey a wealth of information about how a person is feeling as well as hints about personality characteristics, such as whether a person is confident, open, or submissive. Sitting up straight, for example, may indicate that a person is focused and paying attention to what's going on. Sitting with the body hunched forward, on the other hand, can imply that the person is bored or indifferent. When you are trying to read body language, try to notice some of the signals that a person's posture can send. Open posture involves keeping the trunk of the body open and exposed. This type of posture indicates friendliness, openness, and willingness.<sup>11</sup> Closed posture involves hiding the trunk of the body often by hunching forward and keeping the arms and legs crossed. This type of posture can be an indicator of hostility, unfriendliness, and anxiety. **Personal Space.** Have you ever heard someone refer to their need for personal space? Have you ever started to feel uncomfortable when someone stands just a little too close to you? The term *proxemics*, coined by anthropologist Edward T. Hall, refers to the distance between people as they interact. Just as body movements and facial expressions can communicate a great deal of nonverbal information, so can the physical space between individuals. Hall described four levels of social distance that occur in different situations. **Intimate Distance: 6 to 18 inches.** This level of physical distance often indicates a closer relationship or greater comfort between individuals. It usually occurs during intimate contact such as hugging, whispering, or touching. **Personal Distance: 1.5 to 4 feet.** Physical distance at this level usually occurs between people who are family members or close friends. The closer the people can comfortably stand while interacting can be an indicator of the level of intimacy in their relationship. **Social Distance: 4 to 12 feet.** This level of physical distance is often used with individuals who are acquaintances. With someone you know fairly well, such as a co-worker you see several times a week, you might feel more comfortable interacting at a closer distance. In cases where you do not know the other person well, such as a postal delivery driver you only see once a month, a distance of 10 to 12 feet may feel more comfortable. **Public Distance: 12 to 25 feet.** Physical distance at this level is often used in public speaking situations. Talking in front of a class full of students or giving a presentation at work are good examples of such situations. It is also important to note that the level of personal distance that individuals need to feel comfortable can vary from culture to culture. One oft-cited example is the difference between people from Latin cultures and those from North America. People from Latin countries tend to feel more comfortable standing closer to one another as they interact while those from North America need more personal distance.

## American Dream

The term was coined by writer and historian James Adams in his best-selling 1931 book *Epic of America*. He described it as "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement." Adams went on to explain, "It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motorcars and high wages merely, but a dream of social order in which each man and woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." The idea of the American dream has much deeper roots. Its tenets can be found in the Declaration of Independence, which states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." In a society based on these principles, an individual can live life to its fullest as they define it. America also grew mostly as a nation of immigrants who created a nation where becoming an American—and passing that citizenship to your children—didn't require being the child of an American.

**Advantages and Disadvantages of the American Dream.**

**Advantages.** Achieving the American dream requires political and economic freedom, as well as rules of law and private property rights. Without them, individuals cannot make the choices that will permit them to attain success, nor can they have confidence that their achievements will not be taken away from them through arbitrary force. The American dream promises freedom and equality. It offers the freedom to make both the large and small decisions that affect one's the freedom to aspire to bigger and better things and the possibility of achieving them, the freedom to accumulate wealth, the opportunity to lead a dignified life, and the freedom to live in accordance with one's values—even if those values are not widely held or accepted. The books of post-Civil War writer Horatio Alger, in which impoverished but hardworking teenage boys rise to success through pluck, determination, and good fortune, came to personify realizing the Dream.

**3** As income inequality has increased substantially since the 1970s, the American dream has begun to seem less attainable for those who aren't already affluent or born into affluence. According to U.S. Census family income data, real family income began to grow much more among the top income group than among other segments of American society.

**4** These realities, however, do not diminish the luster of the American dream as an ideal and a beacon to all nations.

**Pros.** The American dream promises freedom and equality. The ideals of the American dream are motivating, including the freedom to be in charge of one's own life.

**Cons.** The reality of the American dream often falls short of the idea itself. As income inequality has increased, the American dream has seemed less attainable.

**How to Measure the American Dream.** Today, homeownership is frequently cited as an example of attaining the American dream. It is a symbol of financial success and independence, and it means the ability to control one's own dwelling place instead of

The American dream also offers the promise that the circumstances of someone's birth—including whether they were born American citizens or immigrants—do not completely determine their future.

**Disadvantages.** Terming it a "dream" also carries with it the notion that these ideals aren't necessarily what has played out in the lives of many actual Americans and those who hope to become Americans. The criticism that reality falls short of the American dream is at least as old as the idea itself. The spread of settlers into Native American lands, slavery, the limitation of the vote (originally) to white male landowners, and a long list of other injustices and challenges have undermined the realization of the dream for many who live in the United States.

How to Measure the American Dream. Today, homeownership is frequently cited as an example of attaining the American dream. It is a symbol of financial success and independence, and it means the ability to control one's own dwelling place instead of being subject to the whims of a landlord. Owning a business and being one's own boss also represents the American dream fulfillment. In addition, access to education and healthcare have been cited as elements of the Dream. Homeownership has steadily increased over time in the U.S., reflecting a key aspect of owning your own property as a sign of achieving the American Dream. For example, the homeownership rate at the end of 2020 was 65.8%, reflecting an increase of 0.7% higher than the previous year. 5 Entrepreneurship has always been important to the U.S. economy too. In 2019, small businesses created 1.6 million net jobs alone. 6 Owning property, one's own business, and carving a life of one's own making is all part of the American dream, and the U.S. as a first-world country also offers the benefits of pursuing these passions, without having to worry about basics such as accessing good education and healthcare.

<https://hbr.org/2006/09/rethinking-political-correctness>

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A white manager fears she will be perceived as racist if she gives critical feedback to her Latino subordinate. A black engineer passed over for promotion wonders whether his race has anything to do with it, but he's reluctant to raise this concern lest he be seen as "playing the race card." A woman associate who wants to make partner in an accounting firm resists seeking coaching on her leadership style; she worries that doing so would confirm the notion that women don't have what it takes to make partner. These types of events occur daily in politically correct (PC) cultures, where unspoken canons of propriety govern behavior in cross-cultural interactions—that is, interactions among people of different races, genders, religions, and other potentially charged social identity groups. We embrace the commitment to equity that underlies political correctness, and we applaud the shifts in norms wrought by that commitment. We are troubled, however, by the barriers that political correctness can pose to developing constructive, engaged relationships at work. In cultures regulated by political correctness, people feel judged and fear being blamed. They worry about how others view them as representatives of their social identity groups. They feel inhibited and afraid to address even the most banal issues directly. People draw private conclusions; untested, their conclusions become immutable. Resentments build, relationships fray, and performance suffers. Legal and cultural changes over the past 40 years ushered unprecedented numbers of women and people of color into companies' professional and managerial ranks. Overt prejudice and discrimination in the workplace, historically sanctioned by society, are far less acceptable today. Laws now protect traditionally underrepresented groups from blatant discrimination in hiring and promotion, and political correctness has reset the standards for civility and respect in people's day-to-day interactions. Despite this obvious progress, we believe that political correctness is a double-edged sword. While it has helped many traditionally underrepresented employees to experience their workplace as more inclusive, the PC rule book can hinder employees' ability to develop effective relationships across potentially divisive group differences. Companies need to equip workers with skills—not rules—for building these relationships. Our work suggests that high-quality relationships cannot be mandated. Sensitivity training and zero-tolerance policies at best impart some useful cultural knowledge or indicate that a company is serious about eliminating bias. At worst, such practices undermine relationships by reinforcing a restrictive and fearful atmosphere. Those to whom corrective actions are directed—men and whites, for example—walk on eggshells for fear of unwittingly transgressing the rules of political correctness. We have found that political correctness does not only pose problems for those in the "majority." When majority members cannot speak candidly, *members of under-represented groups also suffer*: "Minorities" can't discuss their concerns about fairness and fears about feeding into negative stereotypes, and that adds to an atmosphere in which people tiptoe around the issues and one another. These dynamics



breed misunderstanding, conflict, and mistrust, corroding both managerial and team effectiveness. Constructive engagement of differences—and, therefore, effective leadership in culturally diverse contexts—requires majority and minority individuals to develop a mind-set and skills that all parties currently lack. This article proposes how managers and employees can engage with one another to reap the benefits cultural diversity has to offer. It represents our collective insights from research, teaching, and consulting over the past 15 years in the areas of race and gender relations, diversity, and organizational change. It also incorporates findings from our research with Learning as Leadership, a San Rafael, California-based leadership development organization, in whose seminars we have observed dozens of managers and executives grappling with unproductive behavior patterns and experimenting with new ones. Applying our insights about these processes to classic diversity-related dilemmas, we have developed the principles to guide people seeking a healthy approach to the tensions that commonly arise over difference:

**Identity Abrasions.** Assaults to people's identities occur daily in most organizations: A white person confuses the names of two Asian-American coworkers; a black executive is addressed less formally than her white male counterparts; a woman's idea is misattributed to a male colleague. Repeated experiences of this kind can diminish people's sense of how much others value and respect them. Offense at a perceived slight may or may not be well-founded, but an attempt to discuss the possible insult risks, for example, the charge that one is overly sensitive. Such assaults occur on the flip side as well, as when members of majority groups are accused of being prejudiced or of treating others unfairly. Because they often have meant no harm, they tend to respond defensively, upset by any suggestion that their moral goodness is being questioned. These experiences produce what we call identity abrasions for people on both sides of the interaction. Identity abrasions cause people to burrow into their own camps, attend only to information that confirms their positions, and demonize the other side. The overall result is a number of negative dynamics, with costs both to individuals and to organizations. Below, we offer several classic examples; these and others throughout the article are real cases, but with the names changed.

**Divisiveness.** While participating in a large meeting, Tom, a white vice president of manufacturing in a household appliances company, describes his ordeal with the union as akin to "oriental torture." The VP of HR passes him a note and tells him that his reference is offensive to some people in the room, so before he finishes his address, Tom apologizes for the insensitive remark. As the meeting is coming to a close, a white regional manager, who is married to a Japanese-American woman, openly voices his distress at the remark, though expresses his appreciation that the VP recognized his gaffe and apologized. The following day, everyone in the firm knows about the incident. Some people feel that the regional manager has inappropriately shamed Tom. Others feel that Tom's boss needs to call him onto the carpet for his insensitive remark. That evening, more employees gather to recount numerous similar incidents from the past. The next day, some staff members call for the company to create a forum for educating employees; others conclude that race is too hot to touch in any company forum and vow to assiduously avoid the topic.

**Self-doubt.** Sophia, an African-American, is a newly appointed member of the board of a regional bank. In the first few meetings, she is relatively silent, but when the agenda during one meeting turns to her area of expertise, she joins the conversation confidently and with a well-informed point of view. The board chair interrupts while Sophia is talking, urging members to be brief so that they can get through the agenda. Sophia notes to herself that the chair never makes such comments when any of her white colleagues are speaking. She wonders, "Is he cutting me off because I'm a black woman?"—but she brushes off her worry. She thinks: "I can't go there. It takes too much out of me. I just need to move on." In subsequent meetings, she becomes increasingly reluctant to share her perspective; ultimately, she comes to dread the meetings because she feels marginal. She begins to wonder, "Do I have what it takes to be a fully contributing member of this board?"

**Overprotection and underdevelopment.** Rob, a white partner at a management consultancy, has always been sensitive to the lack of diversity at his firm and would like to do his part to help women and other minorities succeed. He mentors Iris, a young Latina associate who is competent, energetic, and well liked but is not doing enough to generate business. In a promotions committee meeting, a number of partners voice concerns about Iris's prospects for promotion to partner. Rob thinks these concerns may have some merit but is reluctant to share them with Iris. He fears that hearing the feedback would convince her that the partnership is simply not ready to promote a woman of color. Uncomfortable with his ambivalence, he unconsciously distances himself from Iris, leaving her bewildered about what she's done to alienate him.

**Self-limiting behavior.** Julie, an engineer, wants to prove to her overwhelmingly male colleagues that women are as good at engineering as men are. She consciously avoids being seen in gender-stereotypical ways: She doesn't sit next to other women in meetings, tries to solve problems on her own, avoids asking for help or clarification, shuns opportunities to mentor junior women, and makes sure her personal life is invisible at work. As a result, she isolates herself from potential sources of support, works harder and less efficiently than she needs to, develops skills more slowly, and contributes less to her firm than she otherwise might.

**Polarization.** A friendship between coworkers—Scott, an American Christian, and Mahmoud, a Muslim émigré from Pakistan—abruptly falls apart after they discuss events in the news. Seconds after Scott makes what he naively intends to be a conciliatory comment, the two become engrossed in a passionate debate in which Scott finds himself arguing for positions that he doesn't even support. The exchange ends when Scott storms out of Mahmoud's office while Mahmoud shouts after him. From then on, communication between them is minimal.

**Suspicion and withdrawal.** Bill, a black associate in a consulting firm, consistently receives mediocre ratings from his white clients. He wonders whether these ratings reflect a racial bias and raises the issue with his white boss. She balks, insisting that their clients are not biased. Bill is not convinced. He searches for evidence to bolster his claim, but the evidence is ambiguous, so he does not share it. He feels increasingly angry, resentful, and hopeless about his prospects at the firm. In his next review, his boss tells him she is concerned about his "bad attitude." In each of these cases, people's judgments—and their fears of others' judgments—drive the negative dynamic. When we feel judged, it cuts to the core of our self-image as being good, competent, and worthy. To counter such identity abrasions, we deny our experiences, avoid difficult conversations, react angrily, and seek advice only to confirm our innocence. These behaviors have only one goal: self-protection. When self-protection becomes more important than the work, the group's mission, or relationships with others, people lose their connections to one another, making it difficult to take risks, learn, and solve problems creatively together. (While we have outlined these dynamics as they occur in the United States, we believe that the impulse to protect oneself manifests similarly in all interactions among members of groups that are marked by a history of prejudice, discrimination, or misunderstanding.)

<https://www.vox.com/culture/2020/9/9/21429083/oscars-best-picture-rules-diversity-inclusion>

The Oscars are rounding the corner toward its 100th birthday — next year's ceremony, whatever form it takes, will be the 93rd — but the awards show is far from set in its ways. Just in the last year, the Academy of Motion Picture Arts and Sciences, the professional organization that gives out the Oscars, has shifted the rules to rename a category and accommodate a pandemic. Not long ago, the organization was toying with a new "Best Popular Picture" category, although whether it will ever actually be awarded is unclear. And a few short years ago, the membership guidelines changed in order to deal with its diversity problems. And now, the guidelines are changing again. The Academy has announced changes to the Best Picture category, aimed at the lofty goal of making Hollywood more diverse. That said, movies are

usually trying to qualify in a number of different categories, and most films that are aiming for the Oscars at least secretly dream of getting a Best Picture slot. So the rules could have some trickle-down effect on casting choices and on which films get the “buzz” that can help propel individual performers, directors, writers, and others into the individual categories. But that’s far from a given. That’s always the issue with trying to generate massive, industry-wide systemic change, especially in an industry like Hollywood, which pays a lot of lip service to inclusivity but is, fundamentally, conservative, and averse to whatever the people at the top perceive as risks — whether that risk is the perception that “Black films don’t travel” or that “men won’t go see a film about women.” So are the Oscars going to look significantly different in 2024 than they have for the past decade? Submitting a film for Best Picture consideration will require the submission of a confidential form for two years before the guidelines go into effect. That means film companies aiming for awards will have a chance to see if they are lacking in a key area and correct that blind spot before 2024.

The easiest way to ensure that a company’s films will be eligible for Best Picture is to do two things: establish ongoing paid internships, apprenticeships, and career opportunities for people from underrepresented groups; and ensure that people from underrepresented groups are in key audience development positions in the company. Then even the whitest, straightest, most cisgendered-male movie about people with no disabilities, created and directed and produced by the same, would still qualify, provided the company itself was promoting inclusion and diversity. That’s an option more accessible to large film studios because they have the resources to pour into developing talent. And yet, a significant number of low- and mid-budget movies, which may be produced by companies without those resources, generate good buzz at film festivals and are then bought by larger companies. Then they’ll be able to take advantage of their distributors’ investment in diversity and inclusion initiatives. Of course, a company could elect not to focus on those kinds of initiatives, either because they don’t have the resources or for some other reason. But if they produce or distribute a film that is about an underrepresented ethnic or racial group, women, LGBTQ+ people, or people with disabilities, and if people from those groups are also in key artistic positions or comprise at least 30 percent of the crew, then the film will still qualify for Best Picture consideration. Overall, though, it seems clear that the Academy’s new eligibility guidelines are designed mostly to encourage different hiring and development practices, even more than promoting greater diversity in the stories that audiences see on screen. Are there potential issues with this? Absolutely. You can imagine a film company in which tokenism is promoted, with apprenticeship and internship programs that lead nowhere, the minimum number of people from underrepresented groups promoted into key positions, and a lot of lip service paid to diversity and inclusion with very few results. You can also easily imagine — because it happens all the time right now — a world in which movies about people of color are made by largely white creative teams (like, for instance, Disney’s recent live-action remake of *Mulan*), yet qualify because of the production company’s diversity initiatives. Similarly, the guidelines make a lot of equivalences that seem, at best, problematic. Is being gay the “same” as being Black? Is being trans the “same” as being deaf? Is being a woman the “same” as being of Asian descent? Some of the underrepresented categories are more consistently discriminated against than others, explicitly or implicitly, and guidelines such as these could simply lead to even more rigid, unspoken hierarchies in hiring — a proposition that’s a bit horrifying to consider. The Academy has given themselves a few years to see whether this produces an effect and perhaps iron out some of the wrinkles, so it’s possible we may see tweaks and changes to the guidelines in the future. As of right now, though, it’s somewhat hard to think of recent Best Picture nominees that wouldn’t qualify under these rules, or wouldn’t easily qualify with a few company- or crew-level tweaks. It seems like this won’t fix the #OscarsSoWhite problem, though. Correct! These rules only apply to films submitted for Best Picture consideration. And given that a movie with an all-white cast, or story focused primarily on men, is still eligible, it doesn’t even guarantee that the Best Picture nominees will focus on significantly more diverse stories than they have in the past. e to know, but there’s no guarantee that they will. Yet if the

goal of these eligibility guidelines is to incentivize investing in a more diverse, inclusive workforce, it may have some impact — even in a limited way.

**Раздел 3.** Socializing and hospitality across cultures. Socializing with colleagues, entertaining business clients. Building personal relationships  
<https://www.nytimes.com/2022/03/21/us/miami-beach-shooting-emergency-curfew.html>

An island with “limited capacity,” Miami Beach isn’t built to accommodate the type of crowds that gather there during spring break. The South Florida city is connected by several bridges to the rest of the Miami metropolitan area. Miami Beach announces curfew after two spring break shootings. Monday, two women were shot on Ocean Drive, a promenade lined with bars and restaurants that attracts many tourists and revelers according to the Miami Beach Police Department. A day earlier, around midnight, three people were hospitalized with injuries after a shooting that also occurred on Ocean Drive. Since spring break began in mid-February, nine officers have been injured in various episodes, 37 firearms had been confiscated over the last three days. There had been an increase in weapons seized. There had been 100 seized so far in 2022, compared with 85 by this time in 2021. “We can’t endure this anymore, we just simply can’t,” said Mayor Dan Gelber. “This isn’t your father’s, your mother’s spring break. This is something totally different.” Miami Beach officials declared a state of emergency on Monday and announced a curfew for the city’s South Beach area after two shootings over the weekend that left five people wounded. Mayor Dan Gelber said the shootings came during a period when “tens of thousands of people” descend upon the city, creating an unwanted “young party-hard crowd.” that 371 police officers had been deployed over the weekend. “We don’t ask for spring break, we don’t promote it, we don’t encourage it, we just endure it, and frankly it’s something we don’t want to endure.” City commissioners will meet on Tuesday to finalize the curfew, which runs from 12:01 a.m. to 6 a.m. this Thursday through Monday. The curfew applies to a specific area in South Beach with many bars and restaurants, said Veronica Paysse, a spokeswoman for the city. The police will ask people to go home after midnight, Mr. Gelber said.

<https://www.nydailynews.com/news/crime/ny-beckwitt-bomb-shelter-tunnels-khafra-20220330-ulfbnu7btrfrbm623lq2fftze-story.html>

A wealthy stock trader had four years cut off his sentence Tuesday for the fiery death of a man he hired to help build a nuclear bunker under his Maryland home. Beckwitt met 21-year-old Askia Khafra online in 2017 and hired him to help dig a network of tunnels under his Bethesda home, fearing a possible nuclear attack by Russia, according to prosecutors. Khafra stayed underground for days at a time, eating and sleeping down there and using a bucket as a toilet. Multiple extension cords and power strips tied together powered Khafra’s tools. In September 2017, a fire sparked from one of the outlets. Khafra’s body was found naked and burned in the basement, where prosecutors said he was trapped by Beckett’s mountains of hoarded possessions. Beckwitt was initially convicted of both involuntary manslaughter and second-degree “depraved heart” murder, but the murder charge was overturned by a state appeals court that said he did not show “an extreme disregard for human life reasonably likely to cause death.” Daniel Beckwitt, who was convicted of involuntary manslaughter and sentenced to nine years in prison in 2019, was resentenced Tuesday to 10 years in prison with five years suspended. Having already spent three years behind bars, Beckwitt is now eligible for parole because he has served more than a quarter of his sentence. Montgomery County Circuit Court Judge Margaret Schweitzer subsequently added five years of supervised probation after his release and 250 hours of community service to his sentence, noting that he could be released from prison soon. “I hope this is your opportunity to give back to our community,” she said. “I hope you do what you can do, which is use your intelligence for good.”

<https://www.nydailynews.com/new-york/nyc-crime/ny-panhandler-midtown-mcdonalds-customer-beating-bit-teen-nose-off-20220331-bhn2xd2wjzghzjvqdjjcbag3ou-story.html>

Rasheed Osundairo, 31, is the definition of “hangry.” The panhandler is accused of beating a Midtown McDonald’s customer unconscious. Osundairo was arrested Tuesday for allegedly knocking out and robbing Melvin Dizon, 53, at a McDonald’s on Seventh Ave. near 34th St. as stunned customers stood by, unwilling to get involved. He has past arrests for threatening a worker with a knife at another McDonald’s and for biting the tip of a teen’s nose off and trying to eat it inside a Queens deli, police said Thursday. That shocking incidents are two of 10 prior arrests Osundairo has racked up in the city over the years, cops said. On Oct. 12, 2020, Osundairo was arguing with a 41-year-old Brooklyn woman inside a deli on Beach Channel Drive near Beach 66th St. in the Rockaways when he began hitting the woman over the head with a stick, police said. When the woman’s teenage son ran over to help her, Osundairo chomped down on the teen’s nose, tearing a piece of it off with his mouth, cops said. He then chewed the fleshy bits in front of the teen, smiled and ran off, authorities said. Cops responding to the scene arrested Osundairo nearby, charging him with assault. It was one of two crimes Osundairo was accused of in 2020, police said. On Jan. 15 of that year, he was taken into custody for threatening to stab a 20-year-old worker inside a McDonald’s on South Conduit Ave. near 222nd St. in Springfield Gardens. “I will run this through you,” he told the woman, according to cops. He was arrested on a menacing charge. Both cases were adjudicated and ended up sealed. Cops charged Osundairo with robbery. He’s currently undergoing a psychiatric evaluation at Bellevue Hospital with his arraignment pending in Manhattan Criminal Court.

<https://takelessons.com/blog/italian-traditions-z09>

Like many countries, Italy has its fair share of wacky traditions and superstitions. In fact, Italy is said to be one of the most superstitious countries in the world. This is just a sample of the many unique Italian traditions and superstitions. In addition to learning Italian, familiarize yourself with these “wives tales” before your trip to avoid getting into any trouble. Below, we explore the 15 strangest Italian traditions and superstitions. Review this list before traveling to Italy to make sure that your trip isn’t cursed by Malocchio or the evil eye.

1. The unlucky number 17. Have you ever wondered why some hotels in Italy don’t have a 17th floor? It’s because the number is considered unlucky. The Roman numeral for 17 is XVII, but when rearranged to look like VIXI it means “I have lived,” a symbol that’s placed on ancient tombstones and associated with death.
2. Don’t place a loaf of bread up-side-down. According to Italian traditions, a loaf of bread must always be placed facing up. This superstition is based on the religious fact that bread is considered a symbol of life, therefore, its bad luck to turn the bread up-side-down or stick a knife into it.
3. Watch where you lay your hat. After a long day of sightseeing you might be tempted to toss your hat onto your bed—don’t! Putting a hat on a bed is considered unlucky because it’s associated with death. According to tradition, when priests visited the dying to give them their last rights, they would remove their hat and put it on the bed.
4. Never seat 13 people at a dinner table. If you find yourself sitting at a dinner table with 12 other people, then consider yourself unlucky. Having 13 people around the table at mealtime is considered bad luck, as there were 13 people at the Last Supper.
5. Single people, avoid brooms. If you’re single and you see someone sweeping the floor, make a run for it. If someone brushes over your feet by accident, then you’re destined to be single for the rest of your life.
6. Don’t toast to bad luck. When it comes to toasting, there are several things that can cause you to have bad luck. For example, never raise a glass that’s full of water and don’t cross arms with the person next to you when you clink glasses.
7. Stay clear of air conditioners. Wonder why there are no air conditioners in Italy? Italians believe that these evil contraptions blow dangerously cold air in your face, leading to “colpo d’ari” or a “punch of air.”
8. Touch iron to avoid back luck. In the U.S., people will knock on wood to avoid tempting fate. In Italy, it’s common for people to “tocca ferro” or “touch iron.” We just hope they aren’t touching a hot iron.
9. Bless a new home. It’s common for people

moving into a new home—especially newlyweds—to rid evil spirits and bless their home by performing certain rituals, such as sprinkling salt in the corners of all the rooms. 10. Eat plenty of lentils on New Year's Eve. Every culture has its own set of New Year's traditions. According to Italian traditions, it's customary to eat lentils after the clock strikes 12:00. Also, don't forget to wear red undergarments, as this too will bring you luck in the coming year. 11. Beware of a black cat crossing your path. If a cat is crossing the street, don't be the first one to cross its path, as you'll have bad luck. It's believed that black cats are a symbol of witchcraft and the devil. We, however, think they are super cute! 12. Carry a cornicello charm. If you want to protect yourself against the evil-eye, carry a corincello charm around with you at all times. The charm, which resembles a chili pepper or a small horn, represents the horns of the Old European Moon Goddess and will bring you luck. 13. Don't place objects in the shape of an oblique cross (Amen). Never cross objects in the shape of an oblique cross—for example, your fork and knife—as this is considered to be an insult to the religious symbol of the cross (Ra) and will bring you bad luck. 14. Don't spill the salt. This superstition—which states that one must toss a handful of salt over their left shoulder to get rid of bad luck—is also common in the U.S. In Italy, it's also customary when passing the salt to place it on the table first before handing it over. 15. Don't take a bath when you're sick. When you're feeling under the weather, chances are you want to take a nice hot bath to soothe your pain. According to Italian traditions, however, taking a bath when you're sick will only make you sicker as will going outside with wet hair.

<https://www.orangesmile.com/travelguide/italy/traditions.htm>

In the afternoons in Italy, there is a three-hour siesta that allows locals to spend time with family or friends at lunch. The companionship during the meal is an important aspect of Italian culture. Italians are indifferent to fast food. It contradicts their way of life as they are accustomed to enjoying the process of eating. Another important feature of the Italian character is a reverent attitude to family. Family values prevail over many others. Family for the Italian is not only parents, brothers and sisters, but also numerous "distant" relatives: cousins, uncles, aunts and nephews. In families, women occupy a dominant position. They manage not only the household, but also, often manage their men and solve important family issues. Children are pampered. From their childhood they are brought up fond of their parents, especially mothers. You can often meet an Italian 30-year-old man living with his mother so he can take care of her. Children in Italian families generally do not hurry to leave their parents. Italians get married late, carefully choosing a life companion. This is due to a very complex divorce process. A mistake can be very expensive and a divorce can last for several years. Women are treated with special respect. Italian men are able to appreciate beauty, taste in clothes and well-groomed appearance, and so Italians always take care of their appearance. It is customary to admire women as well as compliment them and give flowers, although the feminist movement has slightly changed the historically established practice. Sense of style is in the blood of Italians. They always look great, even the housewives who never go out, not having thought of their outfit and not picking up the purse that is appropriate to their image. An interesting point in the life of Italians is the abundance of laws and legislative acts regulating the most unexpected aspects of life. For example, there is a monopoly on salt in the country, and therefore even sea water can be a prohibited product. Dinner in Italy begins rather late, after 8 pm, and is also accompanied by long conversations and communication. Another national tradition is passeggiata, an evening walk. After a day's work and dinner, Italians like to go out into the streets, where they can chat with neighbors and friends. Italians are incredibly fond of communication, and therefore making friends among locals is very simple. When getting acquainted, they pay much attention to where the person came from and what he does. Italians are happy to look for new friends and constantly expand their social circle. Children in the country are very anxious. All establishments, from restaurants to cinemas, are sensitive to small guests. Owners can give them a free portion of ice cream or just entertain the kid. Italians are accustomed to enjoying life. They are always smiling

and sincerely looking forward to any communication. If someone accidentally pushes an Italian and then apologizes, the incident can develop into an exchange of compliments and full acquaintance. One of the most popular dishes not only in Italy, but all over the world, is pizza. Traditional Italian pizza is cooked on round thin dough using tomatoes and mozzarella. There are numerous different types of pizza - neopolitan, marinara, four cheeses, four seasons, diavola. In Sicily, pizza has a square shape and thicker dough. Another famous Italian dish is the Carbonara pasta, which is cooked in a creamy sauce with the addition of pork cheek (guanciale) and Parmesan cheese. Lasagna is a layered pastry with stuffing from stew and sauce «béchamel », served with a parmesan dish. Another famous Italian dish is risotto, rice fried in olive oil with the addition of broth and seafood or mushrooms.

<https://www.lolwot.com/10-weird-and-crazy-traditions-in-japan/>

Japanese culture is obviously pretty weird. An uninformed visitor would be quite shocked to see how these people live and what some of their traditions are. Here are some other shocking and interesting traditions and values that Japanese people have. **The bow.** The duration and inclination of the bow is proportionate to the elevation of the person you're addressing. For example, a friend might get a lightning-fast 30-degree bow; an office superior might get a slow, extended, 70-degree bow. It's all about position and circumstance. In addition to bowing, addressing someone properly is key. Just as a "Dr. Smith" might feel a little insulted if you were to refer to him as "Smith", so would a Japanese if you do not attach the suffix "san" to their last name, or "sama" if you are trying to be particularly respectful. Usually children are content with just their first names, but you can add the suffix "chan" for girls and "kun" for boys if you like. **Chopsticks.** Depending on the restaurant you decide upon for that evening, you may be required to use chopsticks. If for some reason you aren't too adept with chopsticks, try to learn before passing through immigration. It's really not that hard. One false assumption among many Japanese that's slowly being dispelled by time is the "uniqueness" of Japan. Japan is an island nation; Japan is the only country that has four seasons; foreigners can't understand Japan; only Japanese can use chopsticks properly. I cannot count the number of times I've been told I use Japanese chopsticks with skill and grace, despite the fact I've seen three-year-olds managing just as well. If you're dining with a Japanese, don't be surprised if you receive a look of amazement at your ability to eat like a Japanese. **Table Manners.** Some simple bullet points here: If you're with a dinner party and receive drinks, wait before raising the glass to your lips. Everyone will be served, and someone will take the lead, make a speech, raise his drink, and yell "kampai!" (cheers). You will receive a small wet cloth at most Japanese restaurants. Use this to wash your hands before eating, then carefully fold it and set it aside on the table. Do not use it as a napkin, or to touch any part of your face. Slurping noodles or making loud noises while eating is OK! In fact, slurping hot food like ramen is polite, to show you are enjoying it. You may raise bowls to your mouth to make it easier to eat with chopsticks, especially bowls of rice. Just before digging in, whether it be a seven-course dinner or a sample at a supermarket, it's polite to say "itadakimasu" (I will receive). **Rabbit Island.** You've heard of islands that are reserved for nudists. In Japan, there is Okunoshima Island, which is overrun by thousands of rabbits. Guess where you're spending Easter next year? **Blackface** is acceptable. "Ganguro" isn't supposed to come off as offensive in Japanese culture. Instead, it's done by teenage girls that like to give a jab to traditional beauty in Japan. Girls will often wear blackface, put on gobs of makeup, and wear ridiculously-colored wigs. **Adopting Adults.** Generally, kids will be adopted before they reach their teenage years in the United States, but Japanese people will adopt people in their 20's and 30's. Why? It's the best way to keep the family name going. **They Don't Really Fire People.** Labor laws require employers to give fired people huge severance packages. In order to avoid this, most companies will lock people they want to get rid of in isolation rooms and have them take on horrible tasks that will make

them want to quit. **Japanese Eat KFC For Christmas.** Fast food chains are often closed during the Christmas holiday in the States, but the Japanese have a tendency to get as close to a big chicken or turkey dinner as possible by going to their local KFC. **100% Literacy Rate.** Everyone in Japan can read and write, as it is a custom for everyone to do so regardless of what their situation is. In comparison, the United States is 86% literate. **Many Men Are Introverts.** Anime will generally portray men as shy people who will live in their room and don't know how to talk to girls. This is actually very common to find in Japan, as lots of men suffer from "hikikomori" and don't like talking to people and have severe cases of anxiety. **Even Bigger Coffee Snobs.** You'd think that Americans import the most coffee with how prominent it's offered in hotels, workplaces, and gas stations. However, Japan accounts for 85% of Jamaica's coffee. **The "Kancho" Prank.** Giving somebody a wet willy — sticking a wet finger in someone's ear — is a harmless prank when compared to the "Kancho." That prank is when the Japanese clasp their hands together, point it as a gun, and stick it in someone's buttocks. One of the biggest controversial topics involve more relaxed **child exploitation laws.** For example, the age of consent is just 13, although there are other laws that tend to protect any children under 17 years of age. **Cuddle Cafes.** Japanese people have an interesting way of meeting people, such as going to specific "cuddle cafes" and laying down with someone. Sex is not permitted, however — people we need to go to specific hotels that require much more money to use.

Контролируемые компетенции: УК-1, УК-2, УК-3, УК-5, ПК-5, ПК-6  
*Оценка компетенций осуществляется в соответствии с таблицей 3.*

### **Вопросы к зачету.**

Зачёт по дисциплине «Практикум по межкультурной коммуникации (первый иностранный язык)» проводится в форме устного ответа на вопросы билета:

1. Communication and understanding.
2. Definition of the word "culture".
3. Culture types.
4. Cultural integration.
5. The role of small talk and relationship building in communication process.
6. Don'ts when dealing with people from Japan,
7. Don'ts when dealing with people from China.
8. Don'ts when dealing with people from the USA.
9. Racial prejudice.
10. Standard way of doing things in Japan.
11. Standard way of doing things in China.
12. Standard way of doing things in the USA.
13. National stereotypes.
14. Stereotypes contain a certain amount of truth.
15. 'National character'.
16. The reason stereotypes exist.
17. Stereotypes about other nationalities or groups of people.
18. Stereotypes helpful in doing business.
19. A businessman shouldn't be prejudiced against a certain nation.
20. The insulting stereotypes.
21. Stereotypes are based on prejudices.
22. American culture expansion.
23. American identity



