1. Under the recommendation of the European Parliament and the Council of 18 December 2006 …………… Key Competences for Lifelong Learning have been approved for the knowledge-based society of the European Union. How many competences have been approved?

a. eight

b. seven

c. nine

d. your answer

1. Eight Key Competences for Lifelong Learning have been approved for the knowledge-based society of the European Union. What are these key competences?

a. Communication in the mother tongue, Communication in foreign languages, Mathematical literacy and basic competences in science and technology, Digital competence, Learning to learn, Social and Civic competences, Sense of initiative and entrepreneurship

b. Communication in the mother tongue, Communication in foreign languages, Mathematical literacy and basic competences in science and technology, Digital competence, Learning to learn, Social and Civic competences, Sense of initiative and entrepreneurship, Cultural expression

c. Communication in foreign languages, Mathematical literacy and basic competences in science and technology, Digital competence, Learning to learn, Social and Civic competences, Sense of initiative and entrepreneurship, Cultural expression

d. Communication in the mother tongue, Communication in foreign languages, Mathematical literacy and basic competences in science and technology, Digital competence, Learning to learn, Cultural expression

1. Communication in foreign languages is …:

a. the ability to understand and express thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts in foreing languages

b. the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts in languages other than the mother tongue.

c. the ability to express and interpret thoughts in both oral and written form in an appropriate range of societal contexts in languages other than the mother tongue.

d. the ability to express and interpret thoughts, feelings and facts in an appropriate range of societal contexts in languages other than the mother tongue.

1. ... is the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts in languages other than the mother tongue.

a. Communication in native language

b. Communication in foreign languages

c. Communication in one foreing language

d. Speaking foreign languages

1. …. comprises an appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, corporal expression, literature and arts.

a. Cultural altitude

b. Human expression

c. Phisical expression

d. Cultural expression

1. All the models of Intercultural Communicative Competence include …. perspectives:

a. five

b. three

c. two

d. your answer

1. Affective or intercultural sensitivity perspective is … :

a. self-awereness of one‘s own personal cultural identity and understanding how cultures vary

b. message skills, knowledge of appropriate self-disclosure, behavioural flexibility, interaction management and social skills

c. to acknowledge and respect cultural differences

d. your answer

1. Cognitive or intercultural awareness … :

a. self-awereness of one‘s own personal cultural identity and understanding how cultures vary

b. message skills, knowledge of appropriate self-disclosure, behavioural flexibility, interaction management and social skills

c. to acknowledge and respect cultural differences

d. your answer

1. Behavioural or intercultural adroitness …:

a. message skills, knowledge of appropriate self-disclosure, behavioural flexibility, interaction management and social skills

b. self-awereness of one‘s own personal cultural identity and understanding how cultures vary

c. to acknowledge and respect cultural differences

d. your answer

1. Personality strength. The main personal traits that affect intercultural communication are …..: - self-concept (refers to the way in which a person views the self), - self-disclosure (individuals’ willingness of individuals to reveal the information about themselves to their counterparts openly and appropriately), - self-monitoring (using social comparison information to control and modify one’s selfpresentation and expressive behaviour), - social relaxation (the ability to experience reveal little anxiety in communication).

a. self-concept, self-disclosure, self-monitoring, social relaxation

b. self-concept, self-disclosure

c. self-monitoring, social relaxation

d. social-concept, self-disclosure, self-monitoring, self-relaxation

1. Social skills are empathy and identity maintainance. Empathy is the ability.. . a. to think the different thoughts and feel the same emotions as the other person.

b. to think the different thoughts and feel the same emotions as the other person.

c. to think the same thoughts and feel the same emotions as the other person.

d. to think the same thoughts and feel the diferent emotions as the other person.

1. Social skills are empathy and identity maintainance. Identity maintenance is

a. a need to maintain a counterpart‘s identity by understanding back an accurate communicating of that person‘s identity.

b.the ability to maintain a counterpart‘s identity by communicating back an accurate understanding of that person‘s identity.

c. the ability to maintain a counterpart‘s identity by communicating back an accurate understanding of that person‘s identity.

d. the task to maintain a counterpart‘s identity by communicating back an accurate understanding of that person‘s identity.

1. Self-concept traits …:

a. individuals’ willingness of individuals to reveal the information about themselves to their counterparts openly and appropriately

b. the ability to experience reveal little anxiety in communication

c. refers to the way in which a person views the self

d. using social comparison information to control and modify one’s selfpresentation and expressive behaviour

1. Self-disclosure traits…:

a. individuals’ willingness of individuals to reveal the information about themselves to their counterparts openly and appropriately

b. the ability to experience reveal little anxiety in communication

c. refers to the way in which a person views the self

d. using social comparison information to control and modify one’s selfpresentation and expressive behaviour

1. Self-monitoring traits…:

a. individuals’ willingness of individuals to reveal the information about themselves to their counterparts openly and appropriately

b. the ability to experience reveal little anxiety in communication

c. refers to the way in which a person views the self

d. using social comparison information to control and modify one’s selfpresentation and expressive behaviour

1. Scial relaxation traits … :

a. individuals’ willingness of individuals to reveal the information about themselves to their counterparts openly and appropriately

b. the ability to experience reveal little anxiety in communication

c. refers to the way in which a person views the self

d. using social comparison information to control and modify one’s selfpresentation and expressive behaviour

1. Effective communicators must be able …:

a. to acclimate to new position.

b. to acclimate to news.

c. to acclimate to old environments.

d. to acclimate to new environments.

1. Effective communicators must be able to handle the feelings of „culture shock“, such as …:

a. stress, and alienation in ambiguous situations caused by new environments.

b. frustration, stress, and alienation in ambiguous situations caused by new environments.

c. alienation in ambiguous situations caused by new environments.

d. frustration and alienation in ambiguous situations caused by new environments.

1. To be competent in intercultural communication, individuals must

a. understand the social system of the host culture.

b. understand the social customs and social system of the host culture.

c. don’t understand the social customs and social system of the host culture.

d. develop the social customs and social system of the host culture.

1. The attitudes, knowledge and skills ideally lead to an internal outcome that consists of… :

a. flexibility, adaptability, mobility, an ethnorelative perspective and empathy

b. flexibility, adaptability and empathy

c. flexibility, adaptability, an ethnorelative perspective

d. flexibility, adaptability, an ethnorelative perspective and empathy

1. The importance of communication to civic life explains why .. :

a. national education was regarded as the primary mission of Western higher education.

b. liberal education was regarded as the primary mission of Western higher education.

c. public education was regarded as the primary mission of Western higher education.

d. foreing education was regarded as the primary mission of Western higher education.

1. … is communication with ourselves, or self-talk.

a. Intrapersonal Communication

b. Intercultural Communication

c. Oficial Communication

d. Personal Communication

1. ... is how we remind ourselves to eat in healthy ways, show respect to others, check impulses that might hurt others, impress perspective employers, and prepare to speak effectively in public contexts.

a. Intrapersonal communication

b. Intercultural Communication

c. Oficial Communication

d. Personal Communication

1. … is about how media represent and influence cultural values.

a. Social Communication

b. Intrapersonal communication

c. Mass Communication

d. Intercultural Communication

1. Communication is a symbolic process by which …

a. people recieve the information to each other (send and receive messages) and create shared meanings.

b. people pass the information to each other (send and receive messages) and create shared meanings.

c. people pass the information to others (send and receive messages) and create shared meanings.

d. people pass the information to each other (send and receive messages).

1. The … level of meaning expresses the relationship between communicators (соntent level).

a. relationship

b. communicative

c. speaking

d. social

1. Harold Laswell (1948) advanced an early model that described communication .. :

a. as one-way process in which many persons act.

b. as a linear, or one-way process in which one person acts on others.

c. as a linear or a process in which one person acts.

d. as a linear, or one-way process in which one person acts on another.

1. Verbal communication is the communication that is expressed…:

a. through thougts

b. through words

c. through movies

d. sending wordless (mostly visual) messages.

1. Non-verbal communication is the communication through …:

a. sending wordless (mostly visual) messages.

b. through thougts

c. through words

d. through actions

1. The study of the linguistic features that have social relevance for participants in social communities is called…:

a. socioparticipants

b. socioculters

c. sociolinguistics

d. socioscientists

1. A speech community is …

a. a group of people who recieve a set of norms and expectations regarding the use of language.

b. a group of people who share a set of norms and expectations regarding the use of language.

c. a group of people who give a set of norms and expectations regarding the use of language.

d. a group of people who share a set of norms and expectations regarding the study of language.

1. Each culture uses .. :

a. foreing language to communicate among its members

b. its own language to teach its members

c. its own language to communicate among its members

d. its own experience to communicate among its members

1. A language is acquired as a child grows up and becomes socialised into …:

a. the culture.

b. the world.

c. the family.

d. the social group

1. Each language consists of certain elements that are universal to … and other elements that are specific only to that particular language.

a. one language

b. native language

c. one foreing language

d. all languages

1. ... have rules that govern their sound and grammar systems and semantic and pragmatic rules that regulate the language that speech communities use.

a. all languages

b. modern languages

c. foreing languages

d. European languages

1. As language users we belong to different … families, professions, clubs, and … – whose view of the world is framed through their interaction with other members of the same group.

a. members and organisations

b. organisations and social groups

c. social groups and members

d. social groups and organisations

1. … is used to refer to the specialised vocabulary of “stigmatised” subgroups, such as gangs, drug dealers, and prostitutes.

a. Slang

b. Word

c. Answer

d. Argot

1. As … is becoming the more commonly recognised term, it has been used to refer to the specialised vocabulary of subgroups regardless of how these subgroups are thought of by the dominant culture.

a. argot

b. slang

c. answer

d. add

1. …. is relatively informal, repetitive and interactive. Speakers may use long pauses and talk over or interrupt each other.

a. Foreing language

b. Native language

c. Spoken language

d. Written language

1. …. is relatively formal, more concise and less repetitive.

a. Foreing language

b. Native language

c. Spoken language

d. Written language

1. Firstly, that there are basically three elements in any face-to-face communication: … :

a. tone of voice and facial expression.

b. words, tone of voice and facial expression.

c. words and facial expression.

d. facial expression.

1. Secondly, the non-verbal elements are particularly important for communicating feelings and attitude, especially when they are incongruent: if words disagree with the tone of voice and facial expression, people tend to believe … .

a. the tonality

b. facial expression

c. the tonality and facial expression

d. the tonality, words and facial expression

1. … recognize those realities that have a meaning or importance for them and interpret nonverbal experiences through their own personal frame of reference.

a. Events

b. People

c. Members of a family

d. Members of a culture

1. The term nonverbal communication, or what … calls “the silent language” refers to all types of nonverbal interaction including paralanguage– the use of the body language – the use of the voice to make sounds that are not words.

a. Alvino Fantini (2000)

b. Harold Laswell (1948)

c. Hall (1959)

d. Aristotle (384 -322 B.C.)

1. … does not occur in a vacuum.

a. Verbal communication

b. Nonverbal communication

c. Communication

d. Speaking

1. … can vary not only in use but also in function.

a. Nonverbal communication

b. Verbal communication

c. Communication

d. Speaking

1. The 1st function of nonverbal communication is … our identity.

a. to find

b. to develop

c. to reflect

d. the expression of emotions and attitudes.

1. The 2nd function of nonverbal communication is … .

a. conversation management

b. to develop

c. to reflect

d. the expression of emotions and attitudes.

1. Emotions and attitudes can be communicated to the listener through … , which are facial expressions and gestures, and vocalics, or voice qualifiers.

a. the expression

b. kinesics

c. attitudes

d. the communication

1. The 3rd function of nonverbal communication is … .

a. conversation management

b. attitudes

c. make a good impression.

d. give a good impression.

1. The 4th and the 5th functions of nonverbal behavior are … , otherwise known as trying to make a good impression.

a. forming impressions and interpersonal attraction

b. creating interpersonal attraction and impressions

c. forming impressions andl attractions

d. forming impressions and creating interpersonal attraction

1. Facial expressions and posture are frequently cited in books about … as areas requiring special attention when communicating to those from another cultures.

a. international communication

b. intercultural communication

c. individual communication

d. people’s communication

1. Wood distinguishes ten forms of … behavior that help us create and interpret the shared meanings: - Kinesics (face and body motion); - Haptics (touch); - Physical appearance; Olfactics (smell); - Artifacts (personal objects); - Proxemics (personal space); - Environmental factors; - Chronemics (perception and use of time); - Paralanguage (vocal qualities); - Silence.

a. nonverbal

b. verbal and nobverbal

c. verbal

d. your answer

1. … refers to body position and body motions including those of the face.

a. Spearing

b. Communication

c. Kinesics

d. Position

1. Our bodies … a great deal about what we see ourselves.

a. communicate

b. describe

c. retell

d. speak on

1. … are communicated with our body posture and motion.

a. Our minds

b. Our moods

c. Our faces

d. Our voices

1. We … rigidly when we are nervous and adopt a relaxed posture when we feel at ease.

a. study

b. sit

c. write

d. go

1. Body postures and gestures may … whether we are open to interaction.

a. tell

b. speak

c. sit

d. signal

1. What do we use to express how we feel about others and situations?

a. our faces

b. our bodies

c. our gestures

d. our humor

1. Our … are intricate messengers.

a. faces

b. our bodies

c. our gestures

d. our humor

1. What can shoot daggers of anger, issue challenges, express skepticism, or radiate love?

a. our bodies

b. the regulatory function

c. our eyes

d. our faces

1. What is when eye contact is used to initiate communication, to signal turntaking in conversations, and to end a communication encounter.

a. faces

b. bodies

c. eyes

d. the regulatory function

1. … has to do with attentiveness and interest during a communication encounter.

a. The monitoring function of speaking contact

b. The monitoring function of eye contact

c. The expressive function

d. The cognitive function

1. What function is the relationship of eye movement to the processing of information?

a. The monitoring function of speaking contact

b. The monitoring function of eye contact

c. The expressive function

d. The cognitive function

1. What function is the relationship of the eyes and eye movement to the expression of emotions?

a. The monitoring function of speaking contact

b. The monitoring function of eye contact

c. The expressive function

d. The cognitive function

1. What term for nonverbal communication is involving physical touch?

a. contact

b. haptics

c. function

d. kinesics

1. Research suggests that the concept of touching depends upon … .

a. culture

b. culture and sex

c. communication

d. culter and communication

1. …prescribe ideals for physical form, and these vary across cultures.

a. Communication

b. Histories

c. Cultures

d. Books

1. What is the general cultural standard for attractiveness modified by?

a. ethnicity, history and socioeconomic class.

b. socioeconomic class.

c. ethnicity

d. ethnicity and socioeconomic class

1. …includes physiological characteristics, such as eye colour and height, as well as ways in which people manage, or even alter, their physical appearance.

a. Physiological appearance

b. Physical appearance

c. Appearance

d. Body

1. …that we put on is a statement about who we are or in some cases who we would like to be.

a. The clothing

b. The food

c. The culture

d. your answer

1. What do physical ornaments include?

a. tattoos, piercings, hairstyles

b. tattoos and piercings

c. piercings and hairstyles

d. your answer

1. … refers to space and how we use it.

a. Hairstyle

b. Culture

c. Communication

d. Proxemics

1. People also have … that mark their personal space.

a. tasks

b. boundaries

c. duties

d. spaces

1. This is the distance of playful wrestling and lovemaking. What kind of distance is it?

a. personal distance

b. intimate distance

c. social distance

d. public distance

1. This is the distance where a person stands within this range shows the closeness of the relationship. What kind of distance is it?

a. personal distance

b. intimate distance

c. social distance

d. public distance

1. This is the zone of impersonal transaction. When the distance is morethan eight feet, it’s OK to ignore another’s presence and it’s easy to disengage from a conversation. What kind of distance is it?

a. personal distance

b. intimate distance

c. social distance

d. public distance

1. It’s the distance of the lecture hall, mass meetings, and interactions with powerful figures until such time as they bid you to come closer. What kind of distance is it?

a. personal distance

b. intimate distance

c. social distance

d. public distance

1. … are elements of setting that affect how we feel, think, and act.

a. Environmental factors

b. Chronemics

c. Identities

d. Status

1. … refers to how we perceive and use time to define identities and interaction. We use time to negotiate and convey status.

a. Environmental factors

b. Chronemics

c. Identities

d. Status

1. Chronemics expresses … toward time.

a. Identities

b. cultural attitudes

c. environmental factors

d. status

1. … is communication that is vocal but not actual words.

a. Talking

b. Speech

c. Language

d. Paralanguage

1. … includes sounds, such as murmurs and gasps, and vocal qualities, such as volume, rhythm, pitch, and inflection.

a. Paralanguage

b. Talking

c. Language

d. Speach

1. …signals confidentiality or intimacy, whereas shouting conveys anger and excitement.

a. Intonation

b. Whispering

c. Communication

d. Language

1. … or vocal tones often reveal dissatisfaction or disapproval.

a. Negative intonation

b. Positive intonation

c. A derisive tone

d. A sarcastic tone

1. … can communicate scorn clearly, whereas a warm voice conveys liking, and playful lilt suggests friendliness.

a. vocal tones

b. Positive intonation

c. Negative intonation

d. A derisive or sarcastic tone

1. … stands for a lack of communication sound.

a. Noise

b. Calm

c. Silence

d. Voice

1. … can convey contentment when intimates are so comfortable they don’t need to talk. … can also communicate awkwardness, as you know if you’ve ever had trouble making conversation on a first date.

a. Calm

b. Noise

c. Voice

d. Silence

1. Multicultural refers to nations that have diverse cultural groups usually as … .

a. a result of immigration

b. a result of communication

c. a result of traveling

d. your answer

1. …refers to the diversity between or among separate nations.

a. Communication

b. Monocultural

c. Intercultural

d. Mindfulness

1. … refers to the immigrants’ assimilation to the majority culture.

a. Communication

b. Monocultural

c. Intercultural

d. Mindfulness

1. …as a state of mind in which a person is open to new information, is continually creating new categories, and is open to new perspectives.

a. Communication

b. Monocultural

c. Intercultural

d. Mindfulness

1. We define … as interactions with members of other cultures in which an individual strives to understand the cultural values, beliefs, and norms of other parties and to use that understanding to adapt his/her communication style to achieve a meaningful exchange and win-win result.

a. mindful communication

b. mindful intercultural communication

c. intercultural communication

d. communication

1. The word “culture” is a “…”, a complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.

a. a “way of life”

b. a “way of communication”

c. a “way of rest”

d. a “way of study”

1. …includes all the characteristic activities and interests of a people.

a. communication

b. beliefs

c. rest

d. culter

1. … are ideas that refer to the basic understanding of a group of people about what the world is like or what is true and what is false.

a. communication

b. beliefs

c. rest

d. culter

1. From culture to culture, values differ in their … .

a. valence

b. intensity

c. valence and intensity

d. your answer

1. … refers to whether the value is seen as positive or negative.

a. valence

b. intensity

c. valence and intensity

d. your answer

1. …indicates the strength or importance of the value, or the degree to which the culture identifies the value as significant.

a. valence

b. intensity

c. valence and intensity

d. your answer

1. ...are principles of appropriate behaviour that are binding to the members of a culture.

a. Culters

b. Beliefs

c. Norms

d. Social practices

1. …refer to the rules for appropriate behaviour, which provide the expectations people have of one or another and of themselves.

a. Normes

b. Beliefs

c. Culters

d. Social practices

.

1. … are predictable behavior patterns that members of a culture typically follow.

a. Normes

b. Beliefs

c. Culters

d. Social practices

1. Social practices are the outward manifestations of … .

a. values, and norms.

b. beliefs and norms.

c. beliefs, values, and norms.

d. beliefs, duties, values, and norms.

1. … is informal and includes everyday tasks such as eating, sleeping, dressing, working, playing, and talking to others. Such behaviours are so predictable and commonplace within a culture that the subtle details about how they are accomplished may pass nearly unnoticed.

a. Normes

b. Beliefs

c. Culters

d. Social practices

1. … include the rituals, ceremonies, and structured routines that are typically performed publicly and collectively: saluting the flag, praying in church, honouring the dead at funerals, getting married, and many other social practices.

a. Normes

b. Beliefs

c. Social practices

d. Your answer

.

1. …are mental stances that we take in regard to a fact or a state of something. … are also feelings or emotions that we show toward something.

a. Subjects

b. Topics

c. Attitudes

d. Beliefs

1. What can be understood as fixed, inherited features of different national, ethnic and religious groups?

a. culters

b. nations

c. people

d. students

1. … can be understood as dynamic and changing, continually being redefined by individuals and groups as they interact with others of different backgrounds or respond to changing circumstances.

a. culters

b. nations

c. people

d. students

1. Various ways of examining … : in terms of its components; what we can observe – how people behave or what type of art is most common.

a. culter

b. nations

c. people

d. students

1. Cultural patterns are the basis for interpreting the symbols used in … .

a. life

b. the street

c. communication

d. books

1. … : DOING (ways of life/ laws and customs/ institutions/ methods/ techniques/ rituals/ language); THINKING (norms/ roles/ ideologies/ beliefs/ philosophy); FEELING (values/ tastes/ attitudes/ desires/ assumptions/ expectations/ myths/ etc.).

a. a European Higher Education Area (EHEA)

b. Lifelong Learning

c. the European Parliament

d. Iceberg Model of Culture

1. … of culture analysed above allow us to identify aspects of all cultures.

a. Horizontal models

b. Vertical models

c. Activity orientations

d. A “becoming” orientation

1. … allow us to contrast and compare culture according to such characteristics as social structure, philosophic outlook, basic values and/or ways of interacting.

a. Horizontal models

b. Vertical models

c. Activity orientations

d. A “becoming” orientation

1. … defines how the people of a culture view human actions and the expression of self through activities.

a. Horizontal models

b. Vertical models

c. Activity orientations

d. A “becoming” orientation

1. “Being” is … that values inaction and an acceptance of the status quo (faktines padeties).

a. an activity orientation

b. horizontal models

c. vertical model

d. a “becoming” orientation

1. … sees humans as evolving and changing; people with this orientation are predisposed to think of ways to change themselves as a means of changing the world.

a. an activity orientation

b. horizontal models

c. vertical model

d. a “becoming” orientation

1. … is the dominant characteristic of European Americans, who rarely question the assumption that it is important to get things done.

a. “Doing”

b. An activity orientation

c. A vertical model

d. Horizontal model

1. …describes how the people in a culture organize themselves and relate to one another.

a. An activity orientation

b. A vertical model

c. Horizontal model

d. The social relations orientation

1. … describes how people’s identities are formed, whether the culture views the self as changeable, what motivates individual actions, and the kinds of people who are valued and respected.

a. An activity orientation

b. “Doing”

c. Self-orientation

d. The social relations orientation

1. Finally, the culture’s preferred time orientation can … events and experiences from the past, the present, or the future.

a. emphasize

b. notice

c. write atbout

d. transmiss

1. The final aspect of cultural patterns concerns how people … .

a. spend time

b. conceptualize time

c. have time

d. need time

1. Most … view time as a scarce and valuable commodity akin to money and other economic investments.

a. Americans

b. British Americans

c. European Americans

d. Europeans

1. A culture’s time orientation also suggests … .

a. the pace of life

b. communication

c. culter

d. speech

1. The consequences of the degree of power distance that … prefers are evident in family customs, the relationships between students and teachers, organizational practices, and in other areas of social life.

a. the pace of life

b. communication

c. culter

d. speech

1. The third dimension of culture in the model – social gender role – includes the question of roles … .

a. for females and males

b. for females

c. for males

d. for children

1. Teachers ... cultures praise their best students because academic performance is rewarded highly.

a. in faminine

b. in feminine and masculine

c. in masculine

d. your answer

1. The dimension – … – ranges from strong uncertainty avoidance at one end to weak uncertainty avoidance at the other.

a. core distinction

b. truth value

c. virtue

d. core value

1. Uncertainty avoidance measures the degree to which members of a culture feel threatened by situations that are … .

a. uncertain to them

b. uncertain or unknown to them

c. unknown to them

d. certain or known to them

1. Members of low uncertainty-avoidance cultures tend to live …, and they are more willing to accept change and take risks.

a. a day

b. a month

c. a year

d. day to day

1. Dimension of culture – … – ranges from long-term orientation to short-term orientation.

a. core distinction

b. truth value

c. virtue

d. core value

1. Virtue refers to a person’s point of view about … .

a. life

b. life and work

c. work

d. life and rest

1. People from … may make the opposite error: they attribute behavior of individuals to a group intention.

a. synthetic culture

b. working life

c. studing life

d. collectivistic cultures

1. … is a rephrasing of the dimension extremity of this particular synthetic culture. It represents the “obsession” of this synthetic culture.

a. Culter

b. Core value

c. Core distinction

d. Behavior

1. … represents the most central distinction that members of the synthetic culture make when observing the social world around them.

a. Culter

b. Core value

c. Core distinction

d. Behavior

1. Members of the synthetic culture like to use and like to hear the words with a … .

a. positive connotation

b. negative connotation

c. real connection

d. possible connection

1. These are words that Members of the synthetic culture do not like to use or to hear the words with a … . People who want to win arguments don’t use these words.

a. positive connotation

b. negative connotation

c. real connection

d. possible connection

1. … – those who plan, schedule, organize, pursue action chains, do one thing at a time.

a. Multi-actives

b. Linear-actives

c. Reactives

d. Demi-actives

1. … – those lively, loquacious peoples who do many things at once, planning their priorities not according to a time schedule, but according to the relative thrill or importance that each appointment brings with it.

a. Multi-actives

b. Linear-actives

c. Reactives

d. Demi-actives

1. … – those cultures that prioritise courtesy and respect, listening quietly and calmly to their interlocutors and reacting carefully to the other side’s proposals.

a. Multi-actives

b. Linear-actives

c. Reactives

d. Demi-actives

1. In linear-active or multi-active cultures, the communication mode is a ….

a. story

b. poem

c. monologue

d. dialogue

1. In … the preferred mode of communication is monologue – pause – reflection- monologue.

a. active cultures

b. cultures

c. reactive cultures

d. unknown cultures

1. People belonging to … not only tolerate silences well, but regards them as a very meaningful, almost refined, part of discourse.

a. active cultures

b. cultures

c. reactive cultures

d. unknown cultures

1. … sets us apart in relation to other individuals.

a. State position

b. Personal identity

c. State situation

d. Personal position

1. … includes many factors: our age, social class, income, occupation, education, family background, lifestyle, possessions, manner of speaking, and attitudes and beliefs.

a. State position

b. Personal identity

c. State situation

d. Personal position

1. Our … is linked to our cultural and social identities, and these linkages become particularly evident when we live abroad.

a. gender identity

b. personal identity

c. social identity

d. personal position

1. The term … comprises both a person’s own gender identification and society’s conceptualization of gender roles.

a. gender identity

b. personal identity

c. social identity

d. personal position

1. … and gender roles are also factors in expressions of sexuality.

a. gender identity

b. personal identity

c. social identity

d. personal position

1. There is a saying: “Show me who your friends are and I’ll tell you who you are”. This means that the people with whom we surround ourselves, the groups to which we belong, and the roles that we have in life all affect our ….

a. gender identity

b. personal identity

c. social identity

d. personal position

.

1. The social roles, or socially expected behavior patterns, that we hold and the ways in which we execute them affect our … .

a. gender identity

b. personal identity

c. social identity

d. personal position

1. During … children view themselves initially as members of their families.

a. the process of socialization

b. the process of adaptation

c. the process of communication

d. the process of teaching

1. Social structure, an inherent component of culture, includes not only formal rules and behaviours but also … .

a. social class

b. social roles

c. social culter

d. ethnic group

1. … has traditionally been defined as a position in society’s hierarchy based on income, education, occupation and neighborhood.

a. social class

b. social roles

c. social culter

d. ethnic group

1. Some … are given to us simply by virtue of who we are, such as the roles defined by gender, age, or the social status of the family into which we are born.

a. social class

b. social roles

c. social culter

d. ethnic group

1. Certain … expect a degree of personal attention in role relationships.

a. cultures

b. cultural identities

c. social classes

d. ethnic groups

1. …which is determined by our cultural background – and all that goes with it – is tied to social identity and personal identity.

a. ethnic group

b. cultural identity

c. social class

d. cultural group

1. ... is based on membership in a particular cultural group; it is developed as we grow up and learn the values, beliefs, and attitudes of our culture from our parents and other caregivers.

a. ethnic group

b. cultural identity

c. social class

d. cultural group

1. … can refer to a group of people of the same descent and heritage who share a common and distinctive culture passed on through generations.

a. ethnic group

b. cultural identity

c. social class

d. cultural group

.

1. A subculture resembles ... in that it usually encompasses a relatively large number of people and represents the accumulation of generations of human striving.

a. a life

b. a culture

c. a period

d. a history

1. … refers to the act of learning a primary culture and becoming socialized into it.

a. enculturation

b. acculturation

c. culture

d. art

1. … is the learning of a supplementary culture.

a. enculturation

b. culture

c. acculturation

d. ethnorelativism

1. … refers to an individual’s ability to experience the host country culture in the context of other cultures.

a. ethnorelativism

b. enculturation

c. acculturation

d. attribution

1. … is how we interpret the behaviour of others using our own cultural lens.

a. acculturation

b. attribution

c. ethnorelativism

d. attribution

1. Culture shock is … of initial adjustment to an unfamiliar culture.

a. the period

b. the act

c. the moment

d. the process

1. Ways to decrease … are: 1) learn the language, 2) find someone who can speak the language as an interpreter, 3) ask for clarification if you are not sure what someone says.

a. the language barrier

b. the nonverbal communication barrier

c. the tendency to evaluate

d. stress

1. Ways to cross … are: 1) do not assume you understand any nonverbal signals or behavior unless you are familiar with the culture, 2) do not take a stranger’s nonverbal behavior personally, even if it is insulting in your culture; 3) develop an awareness of your own nonverbal communication patterns that might be insulting in certain cultures.

a. the language barrier

b. the nonverbal communication barrier

c. the tendency to evaluate

d. stress

1. … to overcome this barrier resemble the familiar triad: awareness-knowledge-skills: 1) make every effort to increase awareness of your own preconceptions and stereotypes of cultures you encounter, 2) learn about the other culture, 3) reinterpret their behavior from their cultural perspective, adapting your won stereotypes to fit your new experiences.

a. tasks

b. numbers

c. ponts

d. steps

1. Ways to decrease … are: 1) maintain appropriate distance, 2) recognize that you cannot change a culture (or yourself) overnight, 3) do not judge someone from another culture by your own cultural values until you have first come to know them their cultural values.

a. the language barrier

b. the nonverbal communication barrier

c. the tendency to evaluate

d. stress

1. Ways to decrease … are: 1. accept the ambiguity of cross-cultural situations in which you’re not sure what others expect or what you can expect of them, 2. work to reduce other intercultural barriers, 3. be forgiving of others and yourself, giving both them and yourself the benefit and doubt.

a. the language barrier

b. the nonverbal communication barrier

c. the tendency to evaluate

d. stress

1. Denial represents the lowest degree of openness to … .

a. language differences

b. cultural differences

c. cultural communication

d. intercultural differences

1. People who adopt this point of view generally approach intercultural situations with the assurance that a simple awareness of the fundamental patterns of human interaction will be sufficient to assure the success of the communication. How is it called?

a. minimization

b. communication

c. adaptation

d. individualisation

1. … to cultural difference follows acceptance and marks a change at the level of how a person acts.

a. communication

b. minimization

c. adaptation

d. perception

1. …, according to the scientist, is the process by which we notice and make sense of phenomena. Furthermore, perception and communication influence each other.

a. communication

b. minimization

c. adaptation

d. perception

1. … a theory that holds that we organize and interpret experience by applying cognitive structures – cognitive schemata.

a. adaptation

b. communication

c. constructivismis

d. perception

1. We rely on … schemata to make sense of phenomena: prototypes, personal constructs, stereotypes, scripts.

a. one

b. two

c. three

d. four

1. … are knowledge structures that define the clearest or ideal examples of some category.

a. stereotypes

b. scripts

c. personal constructs

d. prototypes

1. … is a yardstick that allows us to measure a person or situation along a bipolar dimension of judgment.

a. stereotype

b. script

c. personal construct

d. prototype

.

1. A stereotype is a predictive generalization about a person or situation based on the category (established by prototypes) in which we place something and how it measures up against personal constructs we apply.

a. stereotype

b. script

c. personal construct

d. prototype

1. … the cognitive schema we use to organize our perceptions; i.e. a guide to action – a sequence of activities that spells out how we and others are expected to act in a specific situation.

a. stereotype

b. script

c. personal construct

d. prototype

1. … is the subjective process of creating explanations for what we observe and experience. “Why?” is the incessant question in search for answers to the various questions like: “Why is the sky blue?” or “Why do teachers have to give tests?”

a. research

b. perseption

c. interpretation

d. interest

1. … shows that we tend to construct attributions that serve our personal interests.

a. research

b. perseption

c. interpretation

d. interest

.

1. Psychologists explain … as mistakes our brains make in the perception of other people.

a. interest

b. research

c. perseption

d. stereotyping

1. … of expectations on communication is the basis of positive visualization, a technique used to enhance success in a variety of situations by teaching people to visualize themselves positively.

a. the influence

b. stereotypes

c. the experience

d. a particular group

1. Many stereotypes may have been created by … with only one or two people from a particular group.

a. direct experience

b. influence

c. stereotypes

d. interests

1. …. occurs when the group average is simply wrong or inappropriately exaggerated.

a. stereotype inaccuracy

b. influence

c. experience

d. communication

1. … occurs when the degree of error and exaggeration differs for positive or negative attributes.

a. stereotype inaccuracy

b. influence

c. experience

d. communication

1. Prejudice refers to … toward other people that are based on faulty and inflexible stereotypes.

a. negative attitudes

b. positive attitudes

c. negative rules

d. positive rules

1. An obstacle to intercultural competence that occurs between people of different races or ethnic groups is a…. .

a. communication

b. immigration

c. rasism

d. ethnic group

1. … occurs whenever a minimum of two persons from different cultures or microcultures come together and exchange verbal and nonverbal symbols.

a. students’ communication

b. social communication

c. intercultural communication

d. meeting

1. The term … refers to the setting, situation, circumstances, background, and overall framework within which communication occurs.

a. ‟context”

b. ‟communication”

c. ‟issue”

d. ‟culture”

1. The ... represents an accumulated pattern of values, beliefs, and behaviours shared by an identifiable group of people with a common history and verbal and nonverbal symbol systems.

a. historical context

b. environmental context

c. cultural context

d. social context

1. … represents the physical, geographical location of the interaction.

a. historical context

b. environmental context

c. cultural context

d. social context

1. … is primarily a nonverbal act between people, it is a group phenomenon experienced by individuals, it necessarily involves a clash of communicator style, and, finally, … is a cycle of stress and adaptation.

a. cultural communication

b. intercultural communication

c. verbal communication

d. non-verbal communication

1. … is a complex combination of the cultural, micro-cultural, environmental, perceptual and socio-relational contexts between two people who are encoding and decoding verbal and nonverbal messages.

a. intercultural communication

b. cultural communication

c. cross communication

d. verbal communication

1. … refers to the relationship between the interactants.

a. socio context

b. relational context

c. socio-relational context

d. socio-cultural context

1. The … circles within the environmental context represent the perceptual contexts.

a. five

b. four

c. three

d. two

1. In … members of a group with political and economic power believe that members of some other group threaten their traditional values, such as individualism and self-reliance.

a. symbolic racism

b. modern racism

c. modern culture

d. ascient culture

1. Racism is conceptually very similar to prejudice at the … level.

a. high

b. individual

c. institutional

d. cultural

1. Racism is the exclusion of certain people from equal participation in the society’s institutions solely because of their race (at the …. level).

a. institutional

b. individual

c. cultural

d. low

1. Racism denies the existence of the culture of a particular group (at the … level).

a. cultural

b. institutional

c. individual

d. middium

 200. … denies the existence of the culture of a particular group at the cultural level.

a. victim

b, racism

c. culture

d. your answer