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УНІВЕРСИТЕТ

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**THEORY AND PRACTICE  
OF CROSS-CULTURAL  
COMMUNICATION**

Навчальний посібник

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Метою посібника є систематизований виклад основних питань і тем міжкультурної комунікації, формування практичних навичок і вмінь у спілкуванні з представниками інших культур завдяки ознайомленню з особливостями вербальної, паравербальної, невербальної комунікації та практики в міжкультурному спілкуванні.

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## ПЕРЕДМОВА

В епоху відкритих кордонів у випускників вишів з'являється унікальна нагода стати учасниками міжнародної діяльності завдяки їх працевлаштуванню як високоосвічених фахівців із підприємницькими навичками. Важливо зауважити, що майбутніми партнерами й конкурентами сучасних студентів будуть вихідці з різних країн світу, з якими необхідно налагоджувати зв'язки.

Успіх на нових ринках і в міжособистісному спілкуванні здебільшого визначається культурною пристосованістю учасників міжнародних відносин: їхньою толерантністю, гнучкістю, здатністю цінувати переконання інших, готовністю до міжкультурного спілкування. Проте є необхідність у конкретних практичних рекомендаціях щодо того, який зміст упроваджувати в міжкультурну освіту, які методи й прийоми використовувати для формування готовності майбутнього фахівця до взаємодії з представниками інших культур.

Посібник *“Theory and Practice of Cross-Cultural Communication”* складено в співавторстві з болгарським колегою Віктором Моневим, якому належить внесок у практичну частину посібника у вигляді ретельно дослідженого й актуального *case study*.

У посібнику на основі накопиченого теоретичного й практичного матеріалу зроблено спробу дати узагальнену уяву про курс навчання міжкультурної комунікації на матеріалі англійської мови, який майбутні фахівці можуть використати для налагоджування міжкультурних контактів.

Метою посібника є систематизований виклад основних питань і тем міжкультурної комунікації, що забезпечує розвиток культурної сприйнятливості та здібності до правильної інтерпретації конкретних проявів комунікативної поведінки в різних культурах; формування практичних навичок і умінь у спілкуванні з представниками інших культур.

Посібник містить теоретичну й практичну частини, а також зразки тестів і додатковий матеріал. Перша частина передбачає ознайомлення студентів з особливостями міжкультурної комунікації, друга – з особливостями культур, типовими для різних регіонів світу. Посібник призначений для 32 годин аудиторної роботи.

Автори сподіваються, що запропоноване видання буде корисним для розв'язання завдань міжкультурної комунікації.

# PART I. THEORY

## UNIT 1. TYPES OF COMMUNICATION



### Task 1. Pre-reading discussion:

- ✓ What do you understand by the term “communication”?
- ✓ With whom do you interact every day and what is specific about this interaction?

### Task 2. Mind the word list to the text:

1.	intrapersonal	- внутрішньо-особистісний
2.	interpersonal	- міжособистісний
3.	occur	- траплятися, відбуватися
4.	setting	- обстановка
5.	background	- попередній досвід
6.	feedback	- зворотний зв'язок
7.	interact	- взаємодіяти
8.	deliver a message	- передати повідомлення
9.	fidget	- виявляти занепокоєння, соватися
10.	be aware	- усвідомлювати

**Task 3. Scan the text and match the sentence beginnings to the correct endings:**

1.	Small-group communication	a.	occurs within us.
2.	Intercultural communication	b.	occurs mostly between two people in an informal setting.
3.	Intrapersonal communication	c.	a message is sent to the audience.
4.	In public communication	d.	occurs when people from different cultures interact.
5.	Interpersonal communication	e.	occurs when a small number of people meet to solve a problem.

### ***TYPES OF COMMUNICATION***

There are different kinds of communication: intrapersonal, interpersonal, small-group, public, and intercultural communication.

*Intrapersonal communication* is communication that occurs within us. It involves thoughts, feelings, and the way we look at ourselves.

Even though you are not directly communicating with others in intrapersonal communication, the people and the experiences you have had determine how you “talk” to yourself.

*Interpersonal communication* occurs when we communicate on a one-to-one basis – usually in an informal setting. This kind of communication occurs mostly between two people, though it may include more than two.

In a conversation between friends each brings his or her background and experience to the conversation. Because interpersonal communication is between two (or a few) people, it offers the greatest opportunity for feedback.

*Small-group communication* occurs when a small number of people meet to solve a problem. The group must be small enough so that each member in the group has a chance to interact with all the other members. In view of their problem-solving nature, small groups usually meet in a more formal setting than people involved in interpersonal communication.

In *public communication* the speaker sends a message (the speech) to an audience. The speaker usually delivers a highly structured message, using the same channels as in interpersonal and small-group com-

munication. The speaker might use additional visual channels, such as slides, flip charts, and so on. Generally, the opportunity for verbal feedback in public communication is limited. The audience members may have a chance to ask questions at the end of the speech, but usually they are not free to address the speaker during the speech. However, they can send nonverbal feedback. If they like what the speaker is saying, they may interrupt the speech with applause. If they dislike it, they may fidget a lot or simply stop paying attention. In most public communication the setting is formal.

*Intercultural communication.* Many years ago, Marshall McLuhan, a writer about communication, said that some day the whole world will be a global village. That day is here: few of us live in a place where our neighbours, fellow students, and co-workers are all like us. In the USA on campus, for example, in a single class we may find students of many nationalities and from a wide range of subcultures within the United States.

Thus, if two or more cultural or subcultural groups want to communicate, they must be aware that they may have different norms, values, and ways of behaving. If one group does not realize this, their communication will probably result in misunderstanding.

To help people understand each other better, communication scholars, teachers, and writers have developed the field of intercultural communication (or cross-cultural communication) – the communication that occurs whenever two or more people from different cultures interact.

#### **Task 4. Read the text carefully and answer the questions:**

1. What does intrapersonal communication involve?
2. What is it influenced by?
3. Why does interpersonal communication offer the greatest opportunity for feedback?
4. Why does small-group communication occur in a more formal setting than interpersonal communication?
5. What nonverbal feedback can the public speaker receive from the audience member?
6. For what purpose has the field of cross-cultural communication been developed?
7. What things do we have to keep in mind during intercultural communication?

**Task 5. Match the words with their opposites:**

1.	generally	a.	sit still
2.	interrupt	b.	present
3.	fidget	c.	without
4.	background	d.	occasionally
5.	opportunity	e.	obstacle
6.	with	f.	continue

**Task 6. Look at the following words from the text and choose their correct meaning a, b or c:**

1.	<i>conversation</i>	4.	<i>feedback</i>
a.	communication	a.	reaction
b.	talk	b.	relation
c.	cooperation	c.	display
2.	<i>occur</i>	5.	<i>deliver</i>
a.	happen	a.	spend
b.	take part	b.	send
c.	influence	c.	answer
3.	<i>opportunity</i>	6.	<i>be aware</i>
a.	possibility	a.	think
b.	chance	b.	realize
c.	incident	c.	interpret

**Task 7. Fill in the gaps with the suitable words from the box:**

involves	interact	result
visual	determined	

1. Intrapersonal communication is usually ... by other people and experience you have used.

2. Interpersonal communication ... a small number of people.

3. In small groups people can ... effectively to solve problems.

4. Some additional ... channels can be used in public speaking to deliver a message to the audience.

5. The communication between people from different cultures may ... in misunderstanding if they are not prepared for cross-cultural communication.

**Task 8. Present Simple / Present Progressive. Read the sentences below and circle the correct alternative:**

1. Interpersonal communication *is offering* / *offers* good opportunity for feedback.
2. I think you *are too much influenced* / *too much influencing* by your new friends.
3. We *are interacting* / *interact* every day but we have not become close so far.
4. Whenever we meet, we *solve* / *are solving* some difficult problems.
5. I don't like what the speaker *is saying* / *says* but I can't interrupt him.

**Task 9. Sum up the information from the text completing the following sentences:**

1. Intrapersonal communication is communication that occurs ... .
2. It involves ... .
3. Interpersonal communication may include ... .
4. It usually takes place in informal ... .
5. Small-group communication occurs when ... .
6. In public communication the speaker may use ... .
7. If two or more cultural groups want to communicate successfully they must ... .
8. If one cultural group doesn't understand norms of another ... .

**Task 10. Translate into English:**

В умовах особистісної комунікації людина говорить сама із собою. Міжособистісна комунікація – це комунікація з іншою людиною, вона є найпоширенішим видом спілкування. У малій групі кожний має шанс брати участь у обговоренні, може легко взаємодіяти з іншими учасниками. У суспільній комунікації мовець посилає сигнал аудиторії, хоча можливості зворотного зв'язку обмежені. У міжкультурній комунікації актуальною є проблема взаєморозуміння, що може бути зумовлена різницею в культурах партнерів.

## UNIT 2. CROSS-CULTURAL COMMUNICATION AS A FIELD OF STUDY



### Task 1. Pre-reading discussion:

- ✓ Why do you think cross-cultural communication as a field of study has become so urgent recently?
- ✓ In what cultural aspects can cultures differ? Supply your examples of these differences.

### Task 2. Mind the following words from the text:

1.	frequently	- часто
2.	refer to	- називати
3.	application	- використання
4.	ill equipped	- невідповідний
5.	overseas	- зарубіжний
6.	focus	- зосереджуватися
7.	distinct	- чіткий, явний
8.	set	- набір
9.	values	- цінності
10.	attitudes	- ставлення
11.	belief	- віра, переконання
12.	dimension	- показник

13.	perceive	- сприймати
14.	cope with	- справлятися
15.	pattern	- модель
16.	rest on	- покладатися

### **Task 3. Read the text:**

#### ***CROSS-CULTURAL COMMUNICATION AS A FIELD OF STUDY***

Cross-cultural communication (also frequently referred to as intercultural communication) is a field of study that looks at how people from differing cultural backgrounds try to communicate.

The application of cross-cultural communication studies began post World War II. Its use was originally found within businesses and the government both seeking to expand globally. Businesses found that their employees were ill equipped for overseas work in the globalizing market. Programs were developed to train employees to understand how to act when abroad.

Cultures can be different not only between continents or nations, but also within the same company or even family (geographical, ethnical, moral, ethical, religious, political, historical).

When we talk about culture, we mean a group of people who share a distinct set of norms, values, and symbols. An example of two cultural groups would be people from Thailand and people from Germany. By subculture, we mean people who are part of a larger culture but also belong to a smaller group that has some different values, attitudes, or beliefs. For example, the culture of the United States could be labelled "American". Yet many people also belong to a subculture in the United States, such as the Cuban Americans who live in Miami or the Polish Americans who live in Chicago.

Cultural characteristics can be differentiated between several dimensions and aspects (the ability to perceive them and to cope with them is one of the bases of intercultural competence), such as: collectivist and individualist cultures, masculine and feminine cultures, value orientation, experience of time and space, nonverbal communication, patterns of behaviour.

Cross-cultural communication as a field of knowledge studies how differences between people affect their perceptions of the world and, thus,

their communication. Of course, there is no way to understand all cultures and subcultures. There are, however, certain characteristics that occur again and again, and the theory of cross-cultural communication rests on these characteristics.

**Task 4. Decide if the following statements are true or false:**

1.	Cross-cultural communication studies the interaction of people from different social layers.	T/F
2.	Cross-cultural communication as a field of study started because businesses wanted their employees to be well equipped for overseas work.	T/F
3.	Even within the same family people may have cultural differences.	T/F
4.	People with the same norms, values and symbols belong to the same culture.	T/F
5.	Intercultural competence is based on the ability to perceive cultural differences.	T/F
6.	Cross-cultural communication as a field of knowledge helps to understand all cultures and subcultures.	T/F

**Task 5. Find the words 1–5 in the text and guess their meaning:**

1. originally (para 2)
2. ethical (para 3)
3. ethnical (para 3)
4. share (para 4)
5. competence (para 5)

**Now match the words with their meaning:**

- a) ability, power, authority, skill, knowledge, etc. to do what is needed;
- b) have in common;
- c) belonging to a system of moral principles, rules of conduct;
- d) in the beginning;
- e) belonging to a particular cultural group.

**Task 6. Complete the table:**

NOUN		ADJECTIVE	
1.		1.	geographical
2.	politics	2.	
3.	religion	3.	
4.		4.	historical
5.	basis	5.	
6.	masculinity	6.	

**Task 7. Present Perfect / Past Simple. There is a mistake in each of the sentences below. Find and correct it:**

1. Cross-cultural communication has begun after World War II.
2. Many businesses began to offer language training to their employees since then.
3. Many programmes were developed to teach employees to interact with people from different cultures recently.
4. The course he took last year has focused on cultural training.
5. I already coped with the task and may be free.
6. This unpleasant incident has occurred last week.

**Task 8. Match the sentence halves:**

1.	Intercultural communication is often	a.	by several dimensions and aspects.
2.	The application of cross-cultural communication	b.	because business people appeared ill-equipped for overseas work in the globalizing market.
3.	Cross-cultural communication as a science emerged	c.	is one of the bases of intercultural competence.
4.	People who belong to the same culture	d.	began past World War II.
5.	Cultural differences can be characterized	e.	that occur again and again in certain cultures.
6.	The ability to perceive cultural differences and to cope with them	f.	referred to as cross-cultural communication.

7.	The theory of cross-cultural communication rests on characteristics	g.	share the same values, attitudes and beliefs.
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**Task 9. Now, based on the text, define:**

- ✓ the idea of cross-cultural communication as a field of study;
- ✓ a number of factors that caused the emergence of cross-cultural training;
- ✓ a set of characteristics by which cultures differ.

**Task 10. Translate into English:**

Людське суспільство кожному індивідууму надає приблизну програму життя, визначаючи в цьому разі набір варіантів. Чимало людей живе з ілюзією, що вони самі обрали стиль свого життя, модель поведінки. Проте, порівнюючи життя людей у різних культурах, можна побачити однакові зразки “вільного вибору” в одній країні. Причина цього полягає в тому, що культура – це середовище, яке визначає наш вибір варіантів своєї поведінки. Культура забезпечує функціонування людини в суспільстві. Вона укріплює солідарність між людьми та сприяє взаєморозумінню.

### UNIT 3.

## SIX FUNDAMENTAL PATTERNS OF CULTURAL DIFFERENCES



#### Task 1. Pre-reading discussion:

✓ What are the trends in the demographic situation in Europe and Northern America? Why do they seem alarming to original residents of these countries?

✓ What, in your opinion, are the main cross-cultural communication difficulties you may encounter starting business with representatives of other cultures?

#### Task 2. Mind the word list to the text:

1.	avoid	- уникати
2.	customarily	- звичайно
3.	embarrassing	- той, що збиває з глузду
4.	with respect to	- стосовно, щодо
5.	attach	- надавати
6.	emphasis	- наголос
7.	delegate	- делегувати, надавати повноваження
8.	assign	- призначати, визначати
9.	subordinate	- підлеглий

10.	disclosure	- відкритість
11.	appropriate	- відповідний
12.	reveal	- розкривати, оприлюднювати
13.	notable	- помітний
14.	valid	- вірогідний
15.	transcendence	- трансцендентність, належність до чогось вищого

**Task 3. Scan the text and complete the sentences 1 – 4 with the right endings a, b or c:**

1.	<i>Non verbal communication includes</i>
a.	only facial expressions and gestures.
b.	not only facial expressions and gestures.
c.	different beliefs and attitudes.
2.	<i>In many Eastern countries</i>
a.	conflicts are encouraged.
b.	conflicts are desirable.
c.	conflicts are worked out quietly.
3.	<i>In the U.S. decisions in a particular matter are often made</i>
a.	by an official.
b.	by a subordinate.
c.	by groups of people.
4.	<i>European cultures consider information valid if it is acquired through</i>
a.	symbols and rhythm.
b.	feelings.
c.	counting and measuring.

### ***SIX FUNDAMENTAL PATTERNS OF CULTURAL DIFFERENCES***

You should keep in mind six fundamental patterns of cultural differences – ways in which cultures, as a whole, tend to vary from one another.

1. *Different communication styles.* The way people communicate varies widely between, and even within, cultures. One aspect of communication style is language usage.

Another major aspect of communication style is the degree of importance given to non-verbal communication. Non-verbal communication includes not only facial expressions and gestures; it also involves seating arrangements, personal distance, and sense of time. For instance, some white Americans typically consider raised voices to be a sign that a fight has begun, while some black, Jewish and Italian Americans often feel that an increase in volume is a sign of an exciting conversation among friends.

2. *Different attitudes toward conflict.* Some cultures view conflict as a positive thing, while others view it as something to be avoided. In the U.S., conflict is not usually desirable; but people often are encouraged to deal directly with conflicts that do arise. In fact, face-to-face meetings customarily are recommended as the way to work through whatever problems exist. In contrast, in many Eastern countries, open conflict is experienced as embarrassing; as a rule, differences are best worked out quietly.

3. *Different approaches to completing tasks.* From culture to culture, there are different ways that people move toward completing tasks.

When it comes to working together effectively on a task, cultures differ with respect to the importance placed on establishing relationships before or in the process of collaboration. For example, Asian and Hispanic cultures tend to attach more value to developing relationships at the beginning of a shared project and more emphasis on task completion toward the end as compared with European-Americans. European-Americans tend to focus immediately on the task at hand, and let relationships develop as they work on the task.

4. *Different decision-making styles.* The roles individuals play in decision-making vary widely from culture to culture. For example, in the U.S., decisions are frequently delegated – that is, an official assigns responsibility for a particular matter to a subordinate. In many Southern European and Latin American countries, there is a strong value placed on holding decision-making responsibilities oneself.

5. *Different attitudes toward disclosure.* In some cultures, it is not appropriate to be frank about emotions, about the reasons behind a conflict or a misunderstanding, or about personal information. When you are dealing with a conflict, be mindful that people may differ in what they feel comfortable revealing.

6. *Different approaches to knowing.* Notable differences occur among cultural groups when it comes to epistemologies – that is, the ways

people come to know things. European cultures tend to consider information acquired through cognitive means, such as counting and measuring, more valid than other ways of coming to know things. Asian cultures' epistemologies tend to emphasize the validity of knowledge gained through transcendence.

Indeed, these different approaches to knowing could affect ways of analyzing a community problem or finding ways to resolve it.

**Task 4. Read the text again and answer the questions:**

1. What do raised voices mean for white Americans?
2. What are the two points of view on the conflict in different cultures?
3. What do European Americans prefer to focus on in the first turn – the task at hand or relationships?
4. What ways of acquiring knowledge are mentioned in the text?

**Task 5. Someone is talking about the fundamental patterns of cultural differences:**

- a. Different communicative styles.
- b. Different attitude towards conflict.
- c. Different approach to completing tasks.
- d. Different decision-making styles.
- e. Different attitudes toward disclosure.
- f. Different approaches to knowing.

*What are they referring to each time?*

1. Face-to-face meetings can be recommended to solve the existing problem.
2. Some white Americans may react with greater alarm to a loud discussion than would members of some American non-white racial groups.
3. Some people may want to do library research to understand a shared problem better. Others may prefer to visit places and people who have experienced challenges like the ones you are facing.
4. The variation among cultures in attitude to being frank should be considered before you conclude that you have an accurate reading of

the views, experiences, and goals of the people with whom you are working.

5. People may have different access to resources, different judgments of the rewards associated with the task completion, different notions of time and varied ideas about how relationship-building and task-oriented work should go together.

6. Be aware that individuals' expectations about their own roles in overcoming disagreements may be influenced by their culture.

**Task 6. Match the words with close meaning:**

1.	reveal	a.	loudness
2.	pattern	b.	confusing
3.	volume	c.	understand
4.	valid	d.	traditionally
5.	notable	e.	disclose
6.	be aware	f.	significant
7.	customarily	g.	sample
8.	embarrassing	h.	well-grounded

**Task 7. Complete the table:**

ADJECTIVE	NOUN
	validity
racial	
	note
	verb
subordinate	

**Task 8. Complete the sentences with the correct prepositions from the box:**

for	of (x2)	into	on
toward	in (x2)	to	within with respect to

1. As you enter ... multicultural collaboration you should keep ... mind a few fundamental patterns ... cultural differences.

2. In different cultures people move ... completing tasks their own way.
3. ... the USA an official assigns responsibility ... a particular task ... a subordinate.
4. Being short ... time, they focused ... the task immediately.
5. Even ... one nation people may differ ... attitudes and beliefs.

### **Task 9. Questions for consideration:**

1. Give examples of diversity in religion, clothing, cuisine etc. in your country and your ideas on reasons why they differ geographically, ethnically, ethically, religiously, historically etc.
2. Give your ideas on the roots of cultural diversity in Europe.

### **Task 10. Translate into English:**

Існує чимало розбіжностей між представниками однієї нації або культури. Освіта, становище в суспільстві, релігія, переконання, життєвий досвід, становище в сім'ї та безліч інших чинників впливають на поведінку людини та її культуру. Різняться рівень толерантності щодо іноземців, які говорять незнайомою мовою, етикет і манера одягатися – все це приклади культурних розбіжностей і традицій. Якщо частіше звертати увагу на звичаї та культурні відмінності, це допоможе налагодити стосунки з людьми. Якщо їх ігнорувати, це може спричинити біду.

## UNIT 4. TYPICAL EXAMPLES OF CULTURAL DIFFERENCES



### Task 1. Pre-reading discussion:

- ✓ Can you give any example of behaviour typical for a certain country? For Ukraine, in particular?
- ✓ What signs or gestures used by representatives of various cultures do you know?

### Task 2. Mind the word list to the text:

1.	the contrary	- навпаки
2.	indecent	- непристойний
3.	sign	- знак
4.	contradictory	- протилежний
5.	enduring	- тривалий
6.	indicate	- указувати
7.	whereas	- тоді як
8.	gathering	- зустріч
9.	converse	- розмовляти
10.	deliberate	- навмисний
11.	well-mannered	- вихований

**Task 3. Read the text quickly. What purpose do you think the text was written for?**

- a. To show how Islamic and European cultures differ.
- b. To show that one and the same gesture may be interpreted differently in various countries.
- c. To prove the difference of cultures all over the world.
- d. To make you think that you cannot learn all differences between cultures.

### ***TYPICAL EXAMPLES OF CULTURAL DIFFERENCES***

There are the typical examples of behaviour and gestures that can be interpreted differently in various cultures:

Showing the thumb held upwards in certain parts of the world means “everything's OK”, while it is understood in some Islamic countries as a rude sexual sign.

“Everything's OK” is shown in western European countries, especially between pilots and drivers, with the sign of the thumb and forefinger forming an “O”. In Eastern Europe and Russia it is an indecent sexual sign.

In the US as well as in Arabic countries the pauses between words are usually not too long, while in Japan pauses can give a contradictory sense to the spoken words. Enduring silence is perceived as comfortable in Japan, while in India, Europe and North America it may cause insecurity and embarrassment. Scandinavians, by Western standards, are more tolerant of silent breaks during conversations.

Laughing is related in most countries with happiness – in Japan it is often a sign of confusion, insecurity and embarrassment.

If invited to dinner, in some Asian countries it is well-mannered to leave right after the dinner: the ones who don't leave may indicate they have not eaten enough. In the Indian sub-continent, Europe, South America, and North American countries this is considered rude, indicating that the guest only wanted to eat but wouldn't enjoy the company with the hosts.

In Mediterranean European countries, Latin America, and Sub-Saharan Africa, it is normal, or at least widely tolerated, to arrive half an hour late for a dinner invitation, whereas in Germany and in the United States this would be considered very rude.

In Persian and Pakistani culture, if a person offers an item (i.e. a drink), it is customary to not instantly accept it. A sort of role play forms with the person offering being refused several times out of politeness before their offering is accepted. This tradition is known as “tarof” or “takaluf” which in Persian literally means “offer”. A similar exchange happens in many East Asian countries.

In African, South American and Mediterranean cultures, talking and laughing loudly in the streets and public places is widely accepted, whereas in some Asian cultures it is considered rude and may be seen as a mark of attention-seeking.

In Italy and Guatemala is common for people in gatherings to say goodbye many times when they leave. For example, someone could say goodbye in the living room and chat for a while. Then say goodbye at the door again, chat a little more, finally saying goodbye in their car's door and then chat a little more until people leave. This behaviour is also common in Irish and Irish American gatherings. This act of saying goodbye, then walking to the door to leave only to visit more is commonly called an “Irish Goodbye”.

Different cultures are used to maintaining a different amount of personal space when conversing, and it is even noticeable that Northern Europeans leave each other more space than Southern Europeans.

**Task 4. Now read the text carefully and choose the right answer to the following questions:**

1.	<i>In what countries is showing the thumb held upward understood as a rude sexual sign?</i>
a.	In France.
b.	In some Islamic countries.
2.	<i>What does the sign of the thumb and forefinger forming an “O” mean for pilots and drivers?</i>
a.	Now we may talk about money.
b.	Everything is OK.
3.	<i>How is enduring silence perceived in Japan?</i>
a.	As comfortable.
b.	As embarrassing.
4.	<i>In what country may you arrive half an hour late for dinner?</i>
a.	In Italy.
b.	In Germany.

5.	<i>Why should not you accept a gift immediately in some Asian countries?</i>
a.	Because you don't intend to take any gifts.
b.	Out of politeness.
6.	<i>Where is talking loudly in the street accepted?</i>
a.	In Spain.
b.	In Saudi Arabia.

**Task 5. Complete the definitions below with the highlighted words in the text:**

1. \_\_\_\_\_ at once.
2. \_\_\_\_\_ movement of the hand or head to illustrate an idea, feeling, etc.
3. \_\_\_\_\_ mixing up in the mind.
4. \_\_\_\_\_ single article or unit.
5. \_\_\_\_\_ first finger, next to the thumb.
6. \_\_\_\_\_ quantity.
7. \_\_\_\_\_ word for word, strictly.

**Task 6. Match the sentence halves:**

1.	In Japan pauses can give	a.	indicates the guest only wanted to eat.
2.	Showing the thumb held upwards	b.	whereas in some southern countries it is widely tolerated.
3.	In Europe leaving right after dinner	c.	means "Everything is OK" in certain countries.
4.	In the USA coming late for a dinner invitation is considered rude	d.	when conversing.
5.	In different cultures different personal space is kept	e.	a contradictory sense to the spoken words.

**Task 7. Future Simple / Future Progressive. Which of the following sentences are not correct? Correct the ones with mistakes:**

1. If everything is OK, the pilot will show the sign of the thumb and forefinger forming an "O".

2. Try not to make long pauses between words. It will be causing embarrassment.

3. We are not going to leave right after dinner, we will be enjoying the reception till the end.

4. If the hosts offer me a gift, I'll be accepting it.

5. If, after leaving the gathering, you will return just to chat and say goodbye again and again, your act of saying goodbye will be called an "Irish Goodbye".

**Task 8. Sort out the following cultural traditions by the territories:**

Europe, North America	Latin America, Mediterranean European countries	Africa	Asia	Japan
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

Laughing loudly in public places

- ✓ is widely accepted (2);
- ✓ is considered rude;
- ✓ is a sign of confusion.

Long pauses between words

- ✓ can give a contradictory sense to the spoken words;
- ✓ is perceived as comfortable;
- ✓ may cause embarrassment.

Leaving right after dinner

- ✓ is well-mannered;
- ✓ is considered rude.

Arriving half an hour late for dinner

- ✓ is normal;
- ✓ is considered very rude.

A gift is accepted

- ✓ instantly
- ✓ after refusing it several times out of politeness.

After saying goodbye guests

- ✓ leave immediately;
- ✓ return, chat and again say goodbye many times.

### Task 9. Questions for consideration:

With what norms of behaviour appropriate in your country would you acquaint your friend from

- ✓ Italy;
- ✓ Africa;
- ✓ Asia.

### Task 10. Translate into English:

Ось розбіжності між Заходом і Сходом, які визначають чимало дослідників.

<i>Галузь</i>	<i>Захід</i>	<i>Схід</i>
Релігія	Християнство	Буддизм, іслам, поганські культури (pagan cults)
Наука	Експериментальні та математичні методи, наукові теорії	Опора на життєвий досвід, розвиток практичних знань (наприклад, у медицині)
Мистецтво	Різноманітні художні форми, відтворення епохи (reflection of the era), швидка зміна стилів	Синтез різних видів мистецтва, стійкість традицій
Технологічна культура	Технічний прогрес, рух до постіндустріального суспільства	Технічна відсталість (backwardness), значна доля ручної праці (manual labour) (за винятком Японії, Південної Кореї та ще кількох країн, які швидко розвиваються)
Суспільне життя	Пріоритет економіки, споживацтво, динамізм	Опір на релігійно-моральні установи й традиції, споглядальне ставлення до природи, консерватизм
Особливості поведінки	Активність, різноманіття форм поведінки, порушення традицій, швидкий темп життя	Пасивність, чіткі правила поведінки, самоізолювання від навколишнього світу, повага до традицій

## UNIT 5. IMPROVING CROSS-CULTURAL COMMUNICATION



### Task 1. Pre-reading discussion:

- ✓ In your opinion, what are the ways of improving cross-cultural communication?
- ✓ What would you do to get prepared for interaction with another culture?

### Task 2. Mind the word list to the text:

1.	convention	- звичай, умовність
2.	prudent	- розсудливий, передбачливий
3.	set an agenda	- визначити програму (роботи)
4.	clarity	- зрозумілість, чіткість
5.	convey	- передавати
6.	confirmation	- підтвердження
7.	expedient	- доцільний
8.	uncertainty	- невизначеність
9.	accompany	- супроводжувати
10.	anxiety	- страх, тривога

11.	anticipate	- очікувати, передчувати
12.	array	- низка
13.	outcome	- результат, підсумок
14.	self-esteem	- самооцінка

**Task 3. Scan the text and say how many strategies for gathering information are pointed out for those who are going to improve cross-cultural communication:**

### ***IMPROVING CROSS-CULTURAL COMMUNICATION***

It is essential that people research the cultures and communication conventions of those whom they propose to meet. This will minimise the risk of making the elementary mistakes. It is also prudent to set a clear agenda so that everyone understands the nature and purpose of the interaction. When language skills are unequal, clarifying one's meaning in five ways will improve communication:

- 1) avoid using slang and idioms, choosing words that will convey only the most specific denotative meaning;
- 2) listen carefully and, if in doubt, ask for confirmation of understanding;
- 3) recognize that accenting and intonation can cause meaning to vary significantly;
- 4) respect the local communication formalities and styles, and watch for any changes in body language;
- 5) investigate their culture's perception of your culture by reading literature about your culture through their eyes before entering into communication with them.

If it is not possible to learn the other's language, it is expedient to show some respect by learning a few words.

Generally, in communication, we seek to reduce uncertainty. We experience uncertainty with regard to the stranger's attitudes, feelings and beliefs. We may reduce our uncertainty by gaining more information about the stranger. There are three basic strategies for gathering such information. One may passively observe the stranger. One may actively seek out information from other friends of the stranger, or from books. Finally, one may seek information directly from the stranger by interacting with them and asking questions.

The increased uncertainty in interactions with strangers is accompanied by higher levels of anxiety, as we anticipate a wider array of possible negative outcomes. We may worry about damage to our self-esteem from feeling confused and out of control. We may fear the possibility of being incompetent, or being exploited. We may worry about being perceived negatively by the stranger. And we may worry that interacting with a stranger will bring disapproval from members of our own group. Generally, these anxieties can be reduced by paying more conscious attention to the communication process, and by gathering more information on the stranger.

**Task 4. Read the text and choose the *one* best answer, a, b, c or d to each question:**

1.	<i>Which way will not improve communication when language skills of communicants are unequal?</i>	
	a.	avoiding slang and idioms;
	b.	respecting the local communication formalities;
	c.	believing that your culture is the best;
	d.	investigating your culture perception by people from other cultures.
2.	<i>We do not experience uncertainty with regard to the stranger's</i>	
	a.	feelings;
	b.	appearance;
	c.	behaviour;
	d.	beliefs.
3.	<i>Which strategy is not used for gathering information about the stranger?</i>	
	a.	observing the stranger passively;
	b.	seeking out information actively from the stranger's friends or from books;
	c.	chatting with your neighbours;
	d.	interacting with the stranger and asking him direct questions.
4.	<i>What do not we worry about while interacting with strangers?</i>	
	a.	that we may damage our self-esteem from feeling confused or out of control;
	b.	that we may be perceived negatively by the strangers;
	c.	that we may seem incompetent;
	d.	that the stranger is not serious enough.

**Task 5. Restore the questions to the following answers:**

1. To minimize the risk of elementary mistakes.
2. So that everyone understands the purpose of interaction.
3. To show some respect.
4. By gathering more information on the stranger.

**Task 6. Match the words with close meaning:**

1.	convention	a.	useful
2.	prudent	b.	forecast
3.	clarify	c.	look for
4.	expedient	d.	result
5.	predict	e.	worry
6.	seek	f.	regulation
7.	outcome	g.	careful
8.	anxiety	h.	specify

**Task 7. Complete the table:**

VERB	NOUN
confirm	
	prediction
	conveyer
	investigation
interact	
	accompaniment

**Task 8. Complete the following sentences with one of the words from the word list in the correct form:**

1. We can invite people to the meeting only after we ... .
2. The mood of the person can ... in various ways: by words, face, expression, gestures, intonation etc.
3. At the reception he ... by a beautiful young lady.
4. She said she ... this crash, so she had refused to join the expedition.
5. Their site offers an ... of household goods.

### **Task 9. Questions for consideration:**

1. In your opinion, what human traits could be best for participating in an International Students' Camp?
2. Recall any of your cross-cultural contacts. Did the person you met correspond to your stereotypes about his / her nation? Describe what was different.
3. How would you explain to a Chinese who has never been to Europe what Europeans are like?

### **Task 10. Translate into English:**

Як демонструють порівняльні дослідження різних культур, для міжкультурної комунікації важливим є володіння системою комунікативних засобів міжкультурного спілкування. Незнання таких засобів може спричинити комунікативний бар'єр. Наприклад, для американця усмішка на обличчі – це демонстрація стійкості та життєздатності, тоді як у нашій культурі усміхатися незнайомим людям вважається відхиленням від норми, така усмішка може бути неправильно інтерпретованою. У нашій культурі прийнято усміхатися тільки тоді, коли ви готові до встановлення добрих відносин із співрозмовником.

## UNIT 6.

# A GUIDE TO INTERNATIONAL BUSINESS NEGOTIATIONS



### Task 1. Pre-reading discussion:

✓ In what way, do you think, international business negotiations differ from domestic ones?

✓ What aspects should you keep in mind before entering the negotiation process with partners from other countries?

### Task 2. Mind the word list to the text:

1.	negotiations	- переговори
2.	identify	- визначати
3.	distinguish	- відособлювати
4.	domestic	- внутрішній, вітчизняний
5.	party	- сторона (переговорів)
6.	authorities	- влада
7.	clause	- стаття, пункт
8.	specification	- деталізація
9.	tax haven	- ухиляння від податків
10.	boundary	- кордон
11.	rigid	- жорсткий
12.	venture	- підприємство
13.	vulnerable	- уразливий
14.	drastic	- радикальний, різкий

15.	circumstances	- стан справ
16.	impact	- сильний вплив
17.	cancellation	- анулювання
18.	pricing	- покрокове просування

**Task 3. Read the text quickly and say which of the six elements common to all international business negotiations is not mentioned:**

- 1) dealing with laws and policies of more than one nation;
- 2) the presence of different currencies;
- 3) the participation of governmental authorities;
- 4) vulnerability to sudden and drastic changes;
- 5) cultural differences;
- 6) .....

***A GUIDE TO INTERNATIONAL BUSINESS  
NEGOTIATIONS***

Six elements which are common to all international business negotiations are identified; they distinguish international business negotiations from domestic negotiations. The first is that in international negotiations the parties must deal with the laws, policies and political authorities of more than one nation. International business agreements must include measures to address these differences. Such measures typically include arbitration clauses, specification of the governing laws, and tax havens.

A second factor is the presence of different currencies. Different currencies give rise to two problems. Since the relative value of different currencies varies over time, the actual value of the prices or payments set by contract may vary, and result in unexpected losses or gains. Another problem is that each government generally seeks to control the flow of domestic and foreign currencies across their national boundaries. Therefore, business deals will often depend upon the willingness of governments to make currency available.

A third element common to international business negotiations is the participation of governmental authorities. The presence of often extensive government bureaucracies can make international negotiation processes rather rigid. State-controlled businesses may have different goals from private companies.

Fourth, international ventures are vulnerable to sudden and drastic changes in their circumstances. Events such as war or revolution, changes in government, or currency devaluation have an impact on international businesses. These risks require that international business negotiator has broad knowledge and social insight in business arrangements. International businesses try to protect against these risks by employing political risk analysts, by foreign investment insurance, and by force majeure clauses which allow for contract cancellation under certain conditions.

Fifth, international business negotiators also encounter very different ideologies. In particular, different countries may have very different ideas about private investment, profit and individual rights. Effective negotiators will present their proposals in ways that are ideologically acceptable to the other party, or that are at least ideologically neutral.

Finally, cultural differences are an important factor in international negotiations. In addition to language differences, different cultures have differing values, perceptions and philosophies.

Cultural differences may show up in the preferred pacing of negotiations and in decision-making styles.

**Task 4. Read the text carefully and choose the *one* best answer, a, b, c or d to each question:**

1.	<i>With which of the following must not the parties deal in the process of international business negotiations?</i>	
	a.	the laws;
	b.	weather conditions;
	c.	policies;
	d.	political authorities.
2.	<i>Which of the following are private firms primarily concerned with?</i>	
	a.	donating for social needs;
	b.	creating new jobs;
	c.	paying taxes;
	d.	making profits.
3.	<i>Which event cannot have an impact on international business?</i>	
	a.	currency devaluation;
	b.	war or revolution;
	c.	changes in government;
	d.	public festivals.

4.	<i>Which of the following cannot protect companies against risks of doing business in another country?</i>	
	a.	including force majeure clauses in the contract;
	b.	insuring foreign investments;
	c.	having good relationships with partners;
	d.	employing political risk analysts.
5.	<i>In what aspects do not cultural differences show up?</i>	
	a.	decision-making styles;
	b.	language;
	c.	preferred pacing of negotiation;
	d.	attitude to eternal values.

**Task 5. Complete the following sentences:**

1. International business agreements must include such measures as ... .
2. The actual value of the price or payments set by contract may vary since ... .
3. International ventures are vulnerable to such drastic changes as ... .
4. Different countries may have very different ideas about ... .
5. In addition to language differences, different cultures have different ... .

**Task 6. Make up as many word-combinations as you can with the following words:**

1. rigid ... (e.g. rigid rules)
2. vulnerable ...
3. drastic ...
4. impact on ...
5. cancellation of ...
6. ... circumstances
7. to identify ...

**Task 7. Complete the definitions (1–8) below with the highlighted words in the text:**

1.	_____	- readiness to do something without hesitation.
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2.		- existing in fact, real.
3.		- understanding; power of seeing into something with the mind.
4.		- having no definite characteristics.
5.		- safeguarding against loss in return for regular payments.
6.		- objects of efforts or ambition.
7.		- especially.

**Task 8. One word is wrong in each sentence. Find and correct it:**

1. Six elements are distinguish by specialists as common to all international business negotiations.

2. Each government usually seeks to control the flow of domestic and foreign currency across her national boundary.

3. International negotiations can be make rather rigid by governmental authorities.

4. International businesses try to take measures to protect themself against different risks.

5. Effective negotiators must aware of ideological differences with the partner.

**Task 9. A question for consideration:**

You own a company and are going to conclude your first export contract. What could be done to secure this contract and to establish long-term relations with your perspective partners?

**Task 10. Translate into English:**

Переговори – нелегке завдання, що пояснюється багатьма індивідуальними розбіжностями. Те, як ми сприймаємо й створюємо свою реальність, може абсолютно відрізнятись від способу мислення, поведінки й почуттів нашого партнера. На жаль, для розв’язання цієї проблеми простого знання мови недостатньо. Населення тієї чи іншої країни, як правило, є носієм національної культури, що впливає як на сам процес ведення переговорів, так і на цілі, які представники певної країни переслідують. Саме тому точне розуміння культурних розбіжностей є життєво важливою умовою для успішної між культурної комунікації.

## UNIT 7. TREATING GENERAL PROBLEMS



### Task 1. Pre-reading discussion:

- ✓ What could be the reasons of international conflicts?
- ✓ What are the possible ways of resolving them?

### Task 2. Mind the word list to the text:

1.	bonds	- зв'язки
2.	confront	- протистояти
3.	diverse	- різноманітний
4.	distrust	- недовіра
5.	hamper	- ускладнювати, перешкоджати
6.	overtly	- відкрито
7.	reconciliation	- примирення
8.	endeavour	- починання, захід
9.	literally	- буквально
10.	figuratively	- фігурально
11.	deeds	- дії, вчинки
12.	intractable	- складний, невідкорений

### Task 3. Scan the text and say which of the following is not used for confronting problems constructively:

- ✓ Joint projects
- ✓ Dialogue
- ✓ Finding common values
- ✓ Trust building

- ✓ Coexistence and tolerance
- ✓ International arbitration
- ✓ Face saving
- ✓ Peacebuilding
- ✓ Establishing personal relationships

### ***TREATING GENERAL PROBLEMS***

The following strategies are used for strengthening the bonds between people and groups, and using these bonds to constructively confront problems.

*Coexistence and tolerance.* The principles of coexistence and tolerance are important as a basis for building mutually acceptable relationships between highly diverse communities within a larger society.

*Trust building.* In prolonged and escalated conflicts, distrust is inevitable, and it significantly hampers the ability of the parties to negotiate even a partial solution to their problems. A variety of trust-building measures are available to slowly build up trust so that more cooperative problem-solving approaches can take place.

*Face saving.* Face saving is a strategy for making it easier for a party to change its behaviour without overtly admitting that they made a mistake in the past.

*Joint projects.* One technique for peacebuilding and reconciliation is to engage in joint projects with people on the other side of a conflict. If opponents can be brought together in some cooperative endeavour, they tend to break down their negative stereotypes, begin to depend on each other, and start building normal, positive relationships.

*Peacebuilding – official efforts of UN and regional organizations.* Peacebuilding is the process of rebuilding normal relations between people who have been at war with each other, either literally or figuratively. It involves rebuilding trust, re-establishing cooperative relationships, apologizing for past violent deeds and forgiving those deeds so that the former enemies can become friends and neighbours. Efforts to initiate peacebuilding activities are often undertaken by UN peacekeeping teams and/or teams from regional organizations.

*Finding common values.* Most intractable conflicts involve fundamental value disagreements of some kind. However, there are usually additional values that both sides have in common – for instance the value of peace, or the value of human life. Sometimes a third party can

help disputants identify such common values and reframe their disagreement in a way that can help both groups work together.

*Dialogue.* Dialogue is a process in which parties engage in deep and meaningful conversations with their opponents, not for the purpose of resolving a dispute, but rather for the purpose of developing a better understanding of the people “on the other side”.

*Establish personal relationships.* Establishing personal relationships with people on the other side can go a long way toward breaking down inaccurate and hostile stereotypes and increasing interpersonal and inter-group understanding.

**Task 4. Read the text again and match the strategies for treating general problems with their contents:**

1.	Coexistence and tolerance	is (are) based on ...	a.	rebuilding normal relations between people who have been at war with each other.
2.	Trust building		b.	measures that make it easier for a party to change its behavior without overtly admitting its mistakes.
3.	Face saving		c.	engaging in a deep and meaningful conversations with the opponents.
4.	Joint projects		d.	keeping the principles of coexistence and tolerance by highly diverse communities.
5.	Peacebuilding		e.	identifying common values rather than focusing on the issues of disagreement.
6.	Finding common values		f.	engaging in collaborative projects with people on the other side of a conflict.
7.	Dialogue		g.	increasing interpersonal and inter-group understanding.
8.	Establishing personal relationships		h.	using a variety of trust-building measures to build up trust between the sides in conflict.

**Task 5. Match the words with opposite meaning:**

1.	diverse	a.	secretly
2.	reconciliation	b.	promote
3.	literally	c.	friendly
4.	overtly	d.	similar
5.	hamper	e.	easy
6.	hostile	f.	row
7.	intractable	g.	faith
8.	distrust	h.	figuratively

**Task 6. Find phrasal verbs in the text that correspond to the meanings below:**

1. to construct (para 3)
2. to unite (para 5)
3. to ruin (para 5)
4. to cause (para 9)

**Task 7. Fill in the gaps with the suitable words from the box in the proper form:**

confront	bonds	deeds
endeavour	contribute	

1. Their family ... are very strong, they are always ready to help each other.
2. Due to his risky ... he went bankrupt.
3. This international foundation ... to the peacemaking process for many years.
4. His grandfather was awarded with orders and medals for his heroic ... during the war.
5. As the company ... serious problems the management decided to lay off some workers.

**Task 8. Make questions putting the words in each sentence in the right order. Answer these questions:**

1. strategies, bonds, between, be, can, for, what, used, strengthening, people?
2. hampers, negotiate, the, what, the, ability, to, parties, of?
3. useful, are, joint, why, projects?
4. does, process, of, the, peacebuilding, involve, what?
5. help, find, values, can, common, disputants, who?
6. purpose, what, of, is, dialogue, the?

**Task 9. Describe one of the strategies from the text proving its importance and supplying an example illustrating its efficiency.**

**Task 10. Translate into English:**

Вивчіть культурні особливості протилежної сторони. Дуже важливо знати основні риси національної культури вашого партнера. Такий підхід не тільки є знаком поваги, який допоможе побудувати довірчі й надійні відносини, але також дає змогу обрати правильну стратегію й тактику під час переговорів. Звичайно, неможливо вивчити іншу культуру докладно, якщо іноземна делегація прибуде з візитом за два тижні. Найкраще, що можна зробити, – це спробувати визначити ті її важливі елементи, які впливають на прийняття рішень у бізнесі.

Не піддавайтеся стереотипам. Забобони можуть викликати недовіру та бар'єри, які перешкоджатимуть досягненню цілей.

## UNIT 8. TREATING NEGOTIATION PROBLEMS



### Task 1. Pre-reading discussion:

- ✓ How would you try to resolve a dispute with your partners?
- ✓ How should (should not) you behave in conflicting situations?

### Task 2. Mind the word list to the text:

1.	resolution	- розв'язання
2.	work out	- виробляти
3.	obvious	- очевидний
4.	adopt	- приймати
5.	bargaining	- торг
6.	intermediary	- посередник
7.	mediation	- посередництво
8.	intervene, intervention	- утручатися, утручання
9.	reject	- відхиляти, відмовлятися
10.	deadline	- крайній термін
11.	inclusion	- включення
12.	assure	- переконувати, гарантувати
13.	provisions	- положення, умови (договору)
14.	brainstorming	- мозковий штурм
15.	impartial	- безпристрасний, справедливий
16.	committed	- відданий (ідеї)

**Task 3. Scan the text and say what main ideas the strategies for treating negotiation problems are based on:**

### ***TREATING NEGOTIATION PROBLEMS***

The following strategies are used for dealing with problems in international cooperation.

*Negotiation.* Negotiation can be considered the fundamental form of dispute resolution. Essentially it involves two or more parties working together to examine their interests and needs, and working out a solution that will give the best possible outcome to both sides.

*Official diplomacy.* Official diplomacy is one of the most obvious and common international conflict management and conflict resolution processes. While official diplomacy faces many obstacles in the case of intractable conflict, it is still essential because diplomats try to adopt more integrative approaches to international problem solving.

*Soft bargaining.* Soft bargaining is a negotiation strategy in which primary emphasis is on the preservation of friendly relationships with the other parties. While this approach reduces the level of conflict, it also increases the risk that one party will be exploited by others who use hard bargaining techniques.

*Hard bargaining.* Hard bargaining strategies emphasize results over relationships. Hard bargainers will insist that their demands be completely agreed to and accepted before any agreement is possible.

*Third-party intervention.* In cases where the parties are unable to negotiate, or even communicate effectively with one another, a trusted intermediary can play an important role in helping the parties communicate more effectively. Third parties can also provide mediation or arbitration.

*Mediation.* Mediation is a form of third-party intervention in which the mediator helps the parties negotiate an agreement which they then have the option of accepting or rejecting.

*Consensus building.* Consensus building is essentially multi-party mediation. While mediation typically involves two disputants and a mediator, consensus building is an extension of the same principles to disputes which involve ten, twenty, or even fifty or one hundred parties.

*Deadlines.* The inclusion of deadlines (and penalties for a failure to meet these deadlines) can help assure parties that the provisions of an agreement will be carried out.

*Brainstorming.* Brainstorming is a process in which the parties are asked to generate as many options for approaching a problem as they can. The goal is to come up with new ways of approaching problems from those which had been identified before.

*UN Good Offices.* Because the United Nations is widely believed to be fair, impartial, and committed to peace, it often has the prestige needed to successfully intervene in situations where others would not be accepted.

**Task 4. Read the text again and answer the questions:**

1. Which strategy is considered the fundamental form of dispute resolution?
2. What is the basic difference between soft and hard bargaining?
3. In what case is the third-party intervention needed?
4. Why are the deadlines desirable for concluding contracts or agreements?
5. When is brainstorming recommended?

**Task 5. Someone is talking about the strategies for treating negotiating problems:**

1. Negotiation.
2. Official diplomacy.
3. Soft bargaining.
4. Hard bargaining.
5. Third-party intervention.
6. Mediation.
7. Consensus building.
8. Deadlines.
9. Brainstorming.
10. UN Good Offices.

**Which are they referring to each time?**

- a. a process in which the parties are asked to generate as many options for approaching a problem as they can.
- b. results over relationships are emphasized.
- c. can help assure parties that the provisions of an agreement will be carried out.
- d. may involve ten, twenty, or even fifty or one hundred parties.

e. a form of third-party intervention in which the mediator helps the parties negotiate an agreement.

f. diplomats try to adopt more integrative approaches to international problem solving.

g. a trusted intermediary can play an important role in helping the parties communicate more effectively.

h. has the prestige needed to successfully intervene in situation where others would not be accepted.

i. the preservation of friendly relationships is primarily emphasized.

j. two or more parties work out a solution that will give the best possible outcome to both sides.

**Task 6. Find the word close in the meaning to the first word of the line:**

1.	work out	a) decide;	b) divide;	c) develop
2.	adopt	a) accept;	b) adapt;	c) assume
3.	intermediary	a) subsidiary;	b) mediator;	c) assistant
4.	assure	a) consider;	b) adore;	c) convince
5.	obvious	a) dubious;	b) clear;	c) clean
6.	committed	a) obliged;	b) regretted;	c) devoted

**Task 7. Complete the sentences with one of the words from the word list in the correct form:**

1. After long and tiring ... they at last struck a deal.

2. According to the ... of the UNO, the military activities in this area should be stopped immediately.

3. He proposed to her several times, but every time his proposal ... .

4. They had been arguing on the terms of goods delivery for a long time, eventually the ... was established.

5. The plan was created in the process of group ... .

6. The contract included a ... according to which any dispute could be resolved through mediation.

**Task 8. Choose the correct alternative:**

1. In some cases a trusted intermediary *can* / *must* play an important role in dispute resolution.

2. Consensus building *must / may* involve ten, twenty or even more parties.

3. Diplomats are *able / capable* to adopt integrative approaches to international problem solving.

4. The parties decided that penalties for a failure to meet deadline *must / can* be included in the contract.

5. One of the parties *has to / had to* use hard bargaining when soft bargaining had failed.

### **Task 9. Questions for consideration:**

1. Which strategy would you choose to resolve disagreements or conflicts between:

a) two big companies from Ukraine and Japan?

b) employees of R&D department of an international company (one of them is an Afro-American, the other is of Hispanic culture)?

c) three volunteers who work on archaeological excavations in Egypt (one of them is of Swedish origin, the other is an Irishwoman, a third is an Englishman)?

d) students from Germany, China, Ukraine and Venezuela?

2. In what cases is it appropriate to appeal to UN Good Offices?

### **Task 10. Translate into English:**

Переговори завжди пов'язані з ризиком. На початку переговорів кінцевий результат не відомий. Найбільш поширені дилеми пов'язані з особистими стосунками між колегами. Чи варто довіряти їм? Чи будуть вони довіряти нам?

Представники деяких національних культур, наприклад японської, менш схильні до ризику, ніж інші. Це означає, що в процесі переговорів перевагу може бути віддано менш інноваційним і творчим пропозиціям доти, доки не будуть встановлені міцні й довірчі відносини між партнерами.

Пунктуальність і чіткий порядок денний можуть бути важливим аспектом переговорів. У таких країнах, як Китай чи Японія запізнення сприйматиметься як образа. Основна мета під час переговорів із східними колегами полягає у створенні міцних відносин, на що буде потрібен час.

## UNIT 9. RESOLVING CONFLICTS IN A MULTI-CULTURAL ENVIRONMENT



### Task 1. Pre-reading discussion:

- ✓ What is your idea of a cultural conflict?
- ✓ Could you suggest any ways of overcoming it?

### Task 2. Mind the word list to the text:

1.	content	- зміст, сутність
2.	clash	- зіткнення
3.	sign	- ознака, познака
4.	tend	- мати тенденцію
5.	give rise	- викликати
6.	probe	- досліджувати, зондувати
7.	handle	- улагоджувати, управлятися
8.	acquire	- оволодівати, придбавати
9.	alter	- вносити зміни
10.	inherit	- придбавати

**Task 3. Read the text quickly and say what is considered the fundamental dimension of any international conflict:**

### *RESOLVING CONFLICTS IN A MULTI-CULTURAL ENVIRONMENT*

Cultural conflict has three dimensions. To the two dimensions that every conflict has (content and relational), cultural conflict adds the third one – “a clash of cultural values”.

Cultural conflict can be identified by the following signs: (1) it usually has complicated dynamics. Cultural differences tend to create complex combinations of expectations about one's own and others' behaviour. (2) If addressing content and relational issues does not resolve the conflict, it can be rooted in cultural differences. (3) Conflicts reoccur or give rise to strong emotions even though the issue of disagreement is insignificant.

There are three ways of cross-cultural conflict resolution.

1. *Probing for the cultural dimension.* The resolution process should start from the parties' acknowledgment that their conflict contains a cultural dimension. Next, there should be willingness on all sides to deal with all conflict dimensions including the cultural one. Third, systematic phased work on the conflict is needed. Four phases are identified: (1) the parties describe what they find offensive in each other's behaviour; (2) they get an understanding of the other party's cultural perceptions; (3) they learn how the problem would be handled in the culture of the opponent; (4) they develop conflict solutions.

2. Learning about other cultures. People can prevent cross-cultural conflicts by learning about cultures that they come in contact with. This knowledge can be obtained through training programs, general reading, talking to people from different cultures, and learning from past experiences.

3. *Altering organizational practices and procedures.* Often the organizational structure reflects the norms of just one culture and inherits the cultural conflict. In such cases, structural change becomes necessary to make the system more sensitive to cultural norms of other people.

**Task 4. You are to choose the one best answer, a, b, c, or d to each question:**

1.	<i>Which of the dimensions does not cultural conflict have?</i>	
	a.	relational dimensions;
	b.	educational dimensions;
	c.	a clash of cultural values;
	d.	content dimension.
2.	<i>Which of the signs does not identify cultural conflict?</i>	
	a.	Cultural conflicts can give rise to strong emotions even though the issue of disagreement is insignificant.
	b.	It usually has complicated dynamics.
	c.	The conflict is rooted in cultural differences if resolving content and relational issues does not help.

	d.	It is not acknowledged by the sides.
3.	<i>What condition is not necessary for the conflict resolution?</i>	
	a.	The parties of the conflict should be willing to deal with all conflict dimensions including the cultural ones.
	b.	They should acknowledge that their conflict contains a cultural dimension.
	c.	They should have good personal relationships.
	d.	Systematic phased work on the conflict is needed.
4.	<i>Through which sources cannot knowledge about other cultures be obtained?</i>	
	a.	general reading about your own culture;
	b.	training programs;
	c.	learning from past experiences;
	d.	talking to people from different cultures.

**Task 5. Find one meaningful mistake in each sentence and correct it:**

1. A clash of cultural values constitutes the foundation of the conflict since it determines personal interests.

2. The resolution of cross-cultural conflict begins with identifying whether business issues are involved.

3. People can promote cross-cultural conflicts by learning about cultures that they come in contact with.

4. Cross-cultural knowledge can be obtained through various training programs and learning from experimenting.

5. Structural change becomes necessary to make the system of organizational practices and procedures less sensitive to cultural norms of other people.

**Task 6. Rearrange the phases of the conflict resolution process in the logical order:**

.....	The parties learn how the problem would be handled in the culture of the opponent.
.....	The parties describe what they find offensive in each other's behaviour.
.....	The parties develop conflict solutions.

.....	The parties get an understanding of the other party's cultural perceptions.
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**Task 7. Make up as many word-combinations as you can with the following words:**

1. clash of ... (e.g. clash of interests)
2. content of ...
3. signs of ...
4. to handle ...
5. to acquire ...
6. to alter ...
7. to inherit ...
8. to probe ...

**Task 8. Complete the following sentences with the information from the text:**

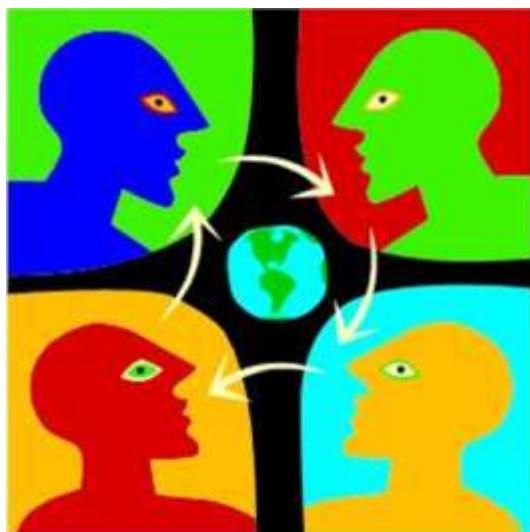
1. It is generally agreed that ... .
2. It is well known that ... .
3. It is widely assumed that ... .
4. It has now been proved that ... .
5. It must be borne in mind that ... .
6. As has been pointed out, ... .
7. As is well known, ... .

**Task 9. Supply the examples of values in your culture that might be incompatible for other cultures.**

**Task 10. Translate into English:**

Мультикультуралізм – це політика, спрямована на розвиток і збереження культурних розбіжностей. Мультикультуралізм протиставляється концепції “плавильного котла”, де передбачається злиття всіх культур в одну. Мультикультуралізм – це один з аспектів толерантності, що вимагає паралельне існування культур з метою їх взаємного проникнення, збагачення. Ідея мультикультуралізму реалізується здебільшого у високорозвинених суспільствах Європи, де здавна існує високий рівень культурного розвитку.

## UNIT 10. RACE, ETHNICITY AND COMMUNICATION



### Task 1. Pre-reading discussion:

✓ Have you ever closely associated with people of another race?  
Does the race make difference to you?

✓ What stereotypes of your culture do people of other cultures have (as far as you are aware of this)?

### Task 2. Mind the word list to the text:

1.	prejudice	- упередження
2.	oversimplify	- занадто спрощувати
3.	distorted	- перекручений
4.	get rid of	- позбуватися
5.	persistent	- стійкий
6.	suppress	- стримувати, придушувати
7.	consciously	- свідомо
8.	pop into one's mind	- спасти на думку

### Task 3. Read the text quickly and answer the following question:

*What was the text written for?*

- a. to discuss racial and ethnic discrimination;
- b. to discuss Cubans who live in the United States;
- c. to discuss some specific ethnic or racial groups;
- d. to get an idea of some definitions in the sphere of cross-cultural communication.

## ***RACE, ETHNICITY AND COMMUNICATION***

In recent years incidents of prejudice against members of racial and ethnic minority groups occur more and more often. To discuss racial and ethnic discrimination, we need to start with some definitions.

*Race* refers to biological characteristics, such as color of skin, eyes, and hair. Sometimes members of different races share the same culture, but no common culture is found among all members of any racial group. African Americans, for example, do not share a common culture with Africans.

*Ethnicity* refers to a shared history, traditions, and culture. In an ethnic group, nationality may or may not be shared, but culture is always shared. Cubans, for example, share a common culture even though some may live in Cuba and others in the United States.

When a person from one ethnic or racial group tries to communicate with a person from another group, stereotypes may get in the way. *Stereotypes* are oversimplified or distorted views of another race, another ethnic group or even another culture. Once a stereotype is learned, it is very hard to get rid of. One researcher has found that stereotypes are very persistent and automatically turn on unless we consciously work to suppress them. When people have stereotypes, they react to them rather than to reality. If you doubt this, read the following list of stereotypes and see if a specific ethnic or racial group pops into your mind. If it does, you can see how persistent stereotypes can be; thus, we have to suppress stereotypes if we are going to communicate, one human to another.

### *General*

1. I do not like them.
2. Others do not like them.

### *Origin and appearance*

1. They should be sent back.
2. Immigration policies should be stricter.
3. They look different (color, clothing).

### *Socioeconomic goals / status*

1. They take our jobs.
2. They do the dirty jobs.
3. They take our houses.
4. They abuse our social system.

*Sociocultural differences*

1. They have a different lifestyle.
2. They should adapt.
3. They treat women badly.
4. They have too many children.
5. They do not speak our language.
6. They are dirty.
7. Their children cause problems at school.

*Personal characteristics*

1. They are aggressive.
2. They are criminal.
3. They are dirty.
4. They are lazy (don't want to work).
5. They are noisy.

**Task 4. Now read the text again and choose the *one* best answer, a, b, c, or d to each question:**

1.	<i>Which biological characteristic does not refer to race?</i>	
	a.	colour of skin;
	b.	eyes;
	c.	weight;
	d.	hair.
2.	<i>What is not shared by the same ethnical group?</i>	
	a.	culture;
	b.	language;
	c.	history;
	d.	traditions.
3.	<i>In what aspect do not people have stereotypes?</i>	
	a.	socioeconomic;
	b.	sociocultural;
	c.	political;
	d.	personal.

**Task 5. Agree or disagree with the following statements:**

1.	All members of any racial group share the same culture.	T/F
2.	Not all members of any ethnic group share a common culture.	T/F

3.	Usually people have difficulties in getting rid of stereotypes.	T/F
4.	People react to stereotypes more quickly than to reality.	T/F
5.	Cross-cultural communication can be successful even if you have persistent stereotypes and are not going to suppress them.	T/F

**Task 6. Sort out the stereotypes into the following columns:**

Origin and appearance	Socioeconomic status	Sociocultural differences	Personal characteristics
1	2	3	4 e.g. They are criminal.

They take our jobs.

They do not speak our language.

They are dirty.

They abuse our social system.

Immigration policies should be stricter.

They should be sent back.

Their children cause problems at school.

They are lazy.

They should adapt.

They take our houses.

They are aggressive.

They look different.

They treat women badly.

They have too many children.

**Task 7. Fill in the gaps with the suitable words from the box:**

persistent	distorted	get rid of
prejudice	oversimplified	suppress

1. The picture was ... because the optical device appeared broken.

2. "Pride and ..." is one of my favourite novels.

3. He can't ... the habit of smoking no matter how hard he tries.

4. She is always very ... in achieving her goals.

5. Because their idea of the task was ... it took them much more time for solving it than they expected.
6. She is very sentimental and never tries to ... her emotions.

**Task 8. Put the verb in brackets in the correct form:**

1. He said he ... (not to speak) our language.
2. He said they ... (to be) very aggressive during the last meeting.
3. She wondered if her children ... (to cause) any problems at school.
4. She was afraid her new chief ... (to treat) her badly because she had heard a lot about his cruelty.
5. They asked what for they ... (to be sent) back the day before yesterday.

**Task 9. Questions for consideration:**

1. Are there any ethnic or racial groups you personally have stereotypes about? What are they?
2. What, in your opinion, can guarantee your friendly interaction with people of different races or ethnical groups?

**Task 10. Translate into English:**

Комунікативна поведінка залежить від багатьох факторів різного характеру. Але один із бар'єрів, що складніше за все подолати, – це відсутність поваги до поглядів інших, нетерпиме ставлення до норм іншої культури. Етнокультурні бар'єри породжуються ще й соціальними факторами, пов'язаними з належністю учасників комунікації до різних соціокультурних груп. Якщо партнери мають схожі соціальні властивості та схожий життєвий досвід (одна професія, одна стать, один вік), то це полегшує взаєморозуміння. Але в іншій ситуації в разі зіткнення з іншою культурою люди покладаються на особистий досвід, і це ускладнює спілкування. Тому основним засобом подолання етнокультурних бар'єрів є підвищення міжкультурної грамотності партнерів.

## UNIT 11. DIALECT AND BILINGUALISM



### Task 1. Pre-reading discussion:

- ✓ What bilingual countries do you know?
  - ✓ What is your native language? Does it make you feel patriotic?
- What does the word “patriotism” mean to you?

### Task 2. Mind the word list to the text:

1.	habitual	- звичний
2.	clear-cut	- чіткий
3.	identity	- ідентичність, належність
4.	adapt	- адаптуватися, приспосуватися
5.	argue	- сперечатися, доводити
6.	immersion	- занурення
7.	melting pot	- плавильний котел
8.	partial	- частковий
9.	make up	- становити, бути частиною
10.	anthem	- гімн

**Task 3. Scan the text and say which of the aspects is not considered in it:**

- a. dialect as a nonstandard form of language;
- b. bilingualism as a necessity of the present day reality of the USA;
- c. plans for bilingual education all over the world;
- d. plans for bilingual education in the USA.

### ***DIALECT AND BILINGUALISM***

A dialect is the habitual language of a community. It is distinguished by unique grammatical structures, words, and figures of speech. The community members who use the dialect may be identified by region or by such diverse factors as education, social class, or cultural background.

Linguists refer to dialects as nonstandard forms of language. They generally try to avoid such questions as whether a dialect is a “correct” form of speech or whether one dialect is superior or preferable to another.

Although there are no clear-cut rules for where and when it is appropriate to use a dialect, it is possible to make some generalizations. A dialect is appropriate in a group with a strong ethnic identity, but it may be inappropriate in situations where standard English is used. Thus, if you want to be accepted by and identified with people who use a dialect or who use a standard English different from your own, you might have to adapt to their way of speaking.

In the USA many people believe that Americans should become bilingual. (Bilingualism means to speak two languages.) They argue that the fastest-growing segment of the United States population is Hispanic and that it would benefit the nation if every person spoke both English and Spanish.

One plan proposed by those who believe American children should be bilingual calls for total immersion of children from kindergarten through second grade – meaning that this age group would learn all of their lessons in a second language. For example, English-speaking children would learn in Spanish while Spanish-speaking children would learn in English. In some districts, parents can also choose a partial immersion where language and reading are taught in English but all other classes are in the second language.

Many people would probably agree that America is not so much a melting pot as a mixed salad – a place where separate and distinct elements make up the whole.

Others are opposed to any kind of plan for bilingual education. They maintain that America has a tradition as a melting pot and that for this idea to work, everyone must speak the same language. The English language is also associated with patriotism: many consider it as American as the flag and the national anthem. Their position is that any ethnic group that wants to live in the United States should learn English.

**Task 4. Read the text again to find answers to the questions below:**

1. What features does any dialect have?
2. Do linguists consider the dialect a “correct” form of speech?
3. How many languages should you speak to be bilingual?
4. What does “immersion” mean in this text?
5. Do all people in the USA favor the idea of language immersion?
6. What is associated with patriotism in the USA?

**Task 5. Say what is not true about the dialect:**

- ✓ the dialect is appropriate in a group with a strong ethnic identity;
- ✓ dialects are nonstandard forms of language;
- ✓ the dialogue is distinguished by unique grammatical structures, words, and figures of speech;
- ✓ the dialect is a habitual language of a community;
- ✓ if you want to be accepted by community who speak a dialect, you should adapt to their way of speaking.
- ✓ dialect is appropriate in situations where standard English is used.

**Task 6. Match the sentence halves:**

1.	Those who use the dialect may be identified by such factors as	a.	is during childhood.
2.	The best time to learn a language	b.	a place where separate and distinct elements make up the whole.

3.	People who follow language immersion believe that	c.	any ethnic group that wants to live in the USA should learn English.
4.	A “mixed salad” concept means	d.	region, education, social class, cultural background.
5.	Most Americans believe that	e.	this is the easiest way for the nation to become bilingual.

**Task 7. Match the following definitions with one of the words from the word list:**

1.	_____	- absolute sameness; exact likeness.
2.	_____	- absorbing, involving deeply.
3.	_____	- regular, usual.
4.	_____	- giving reasons (in support of, for, against, especially with the aim of persuading somebody).
5.	_____	- song or hymn of a country.
6.	_____	- making suitable for a new use, need, situation.
7.	_____	- composing, putting together.

**Task 8. Choose the correct alternative:**

1. He wishes his children *study* / *studied* Spanish at school.
2. We wish the program of bilingual education *would* / *will* cover several districts.
3. I wish I *studied* / *had studied* English even in the kindergarten.
4. He wished he *knew* / *had known* the national anthem of his country. He could have sung it at the ceremony.
5. Progressive people wish all ethnic groups of the country *lived* / *live* in peace.

**Task 9. Questions for consideration:**

1. Are there any dialects in your country? What are they? Who uses them?
2. Where is a dialect usage appropriate and where is it not?

3. Can you give any reasons for or against bilingualism in your country?

4. How do you understand the difference between “melting pot” and “mixed salad”?

### **Task 10. Translate into English:**

У деяких мовах діалекти можуть створити справжню проблему. Гість Німеччини, який живе під Бонном, скаржиться, що мешканців Кельна (лише 30 кілометрів!) він ще якось розуміє, а ось поїздка в Берлін або в Бремен вимагає наявності перекладача. Китаєць із Гонконгу й китаєць з Пекіну починають креслити на долонях ієрогліфи, які вимовляються в кожному діалекті по-різному, але означають одне й те саме.

Діалектам властиво те, що вони безписемні. Як тільки на діалекті починають писати, він бере свій шлях – успішний чи ні – до літературної мови. Формується літературна традиція, діалект набуває авторитету, тобто носії діалектів починають орієнтуватися на наявні літературні норми. Зазвичай формування літературної мови з діалекту триває кілька століть.

## UNIT 12. BASIC PRINCIPLES OF NONVERBAL COMMUNICATION



### Task 1. Pre-reading discussion:

What message do you receive if a man you are talking to

- ✓ raises his eyebrows;
- ✓ raises his shoulders;
- ✓ puts his palms over his ears;
- ✓ closes his eyes;
- ✓ scrubs the back of his head;
- ✓ knocks his fist at his forehead;
- ✓ raises his voice;
- ✓ is sitting relaxed during the conversation;
- ✓ nods his head?

### Task 2. Mind the word list to the text:

1.	nerd	- тупиця
2.	geek	- шалений
3.	cue	- сигнал, натяк
4.	transaction	- угода
5.	assessment	- оцінка

6.	syllabus	- програма (курсу)
7.	assignment	- завдання
8.	angle	- кут
9.	sprawl out	- розсідатися
10.	unconscious	- неусвідомлений

**Task 3. Scan the text and say which of the following does not belong to nonverbal communication:**

- ✓ tone of voice;
- ✓ body movement;
- ✓ eye contact;
- ✓ facial expression;
- ✓ gesture;
- ✓ posture;
- ✓ using slang;
- ✓ wearing casual clothes;
- ✓ space;
- ✓ touch.

### ***BASIC PRINCIPLES OF NONVERBAL COMMUNICATION***

Almost as soon as we begin school, we note some kids who don't fit in. These kids, labeled with such cruel words as *nerd* or *geek*, always seem to be doing something wrong. They walk in front of the class when the teacher is talking, they get too close when they talk to other kids, and they talk and laugh at inappropriate times. Worst of all, these kids seem to be completely unaware of their behaviour and don't seem to pick up cues from others about how they should behave. Basically, the problem with these children is that they do not understand and are not able to use *nonverbal communication* – the information we communicate without using words.

Since as much as 93 percent of communication is nonverbal, with 55 percent sent through facial expression, posture, and gestures and 38 percent through tone of voice, it's not surprising that children and adults who do not understand nonverbal communication are regarded as outsiders.

Psychologists believe that by understanding nonverbal communication, we can communicate more effectively. Our use of voice, body movement (for example, eye contact, facial expression, gesture, and posture), clothing and body appearance, space, touch, and time are essential parts of every message we send.

*Nonverbal communication as a transaction.* The transactional nature of communication is very evident in nonverbal communication. Without saying a word, you could be communicating by your choice of clothing, your facial expressions, your posture, or any other number of nonverbal signals.

When you attend a class for the first time, some of the judgments you make of the instructor are based on her nonverbal behavior. She hands out the syllabus and then discusses some of the assignments for the class. As you listen to her, you think, “She sounds tough. I’d better get my work in on time”. You are also predicting what you will have to do to get a good grade. At the same time she may be assessing you – judging you by your posture and clothes, thinking about past students you may resemble, and predicting whether you’ll be a good student.

*Nonverbal communication is culturally determined.* Much of our nonverbal behavior is learned in childhood, passed on to us by our parents and others with whom we associate. Through the process of growing up in a particular society, we adopt the traits and mannerisms of our cultural group.

In most cultures, the nonverbal behavior of males differs from that of females. In American culture, for example, there is a good deal of difference in the way men and women position their bodies. Both girls and women sit closer and look directly into each other’s faces. Boys and men, on the other hand, sit at angles to each other and hardly ever look at each other directly. Men usually sit in a relaxed, sprawled-out way – whether they are with groups of men or in mixed groups. In contrast, women sit in ladylike poses when they are in mixed groups, but they also sprawl out and relax when they are in all-female groups.

*Nonverbal messages may conflict with verbal messages.* Nonverbal communication is so deeply rooted, so unconscious, that we can express a verbal message and then directly contradict it with a nonverbal message. For example, you go to talk to your economics professor about the low grade you got on your last test. To you, the professor seems like a calm, reasonable man who likes students. What you don’t know is that this

professor has just gotten off the phone with a mechanic who told him that his car needs \$1400 worth of work. When you walk into the office, the professor is giving off the air of someone who can't be questioned about anything. Now you are confused. You have received a *mixed message*. The professor told his class one thing ("I'm always willing to help students"), but his nonverbal behavior communicates something else ("Don't bother me").

In mixed messages, the nonverbal communication is often more reliable than the verbal content. We learn to manipulate words, but we find it difficult to manipulate our nonverbal communication. Your professor probably was not aware of the negative nonverbal message he was giving. The message however, was coming through loud and clear.

**Task 4. Now read the text again and agree or disagree with the following statements below:**

1.	Nonverbal communication hampers effective communication.	T/F
2.	Some of the judgments you make of the person you meet for the first time can be based on his nonverbal behavior.	T/F
3.	We learn our nonverbal behavior mostly from our parents and from people with whom we associate in our childhood.	T/F
4.	We adopted the traits of our cultural group.	T/F
5.	In American culture women sprawl out and relax when they are in mixed groups.	T/F
6.	Nonverbal communication never contradicts verbal messages.	T/F

**Task 5. Complete the following sentences with the information from the text:**

1. Kids are cruelly labeled nerds or geeks if they ... .
2. Nonverbal communication is the information we communicate ... .
3. People can assess each other judging by their ... .

4. We adopt the traits and mannerism of our cultural group through  
 ....
5. People easily manipulate words but manipulating nonverbal communication is much more ... .

**Task 6. Match the word with close meaning:**

1.	instructor	a.	man
2.	trait	b.	mark
3.	assignment	c.	deal
4.	male	d.	evaluation
5.	grade	e.	task
6.	assessment	f.	feature
7.	transaction	g.	consider
8.	regard	h.	teacher

**Task 7. Find the words and expressions in the text and guess their meaning:**

- pick up (para 1)
- evident (para 4)
- tough (para 5)
- mannerism (para 6)
- a good deal of (para 7)
- get off the phone (para 8)
- contradict (para 8)

**Task 8. Finish these sentences by adding a tag question:**

- The teacher is going to hand out the syllabus to the class, ...?
- The parties signed the contract, ...?
- She has been studying Spanish for two years, ...?
- He does not seem to be completely unaware of his behaviour, ...?
- He should learn these words by heart, ...?
- There aren't any people left in the hall, ...?
- She will be confused if you tell her this, ...

### **Task 9. Questions for consideration:**

Which nonverbal means mentioned in this unit do people of your culture use when they

- meet after a long time;
- congratulate each other;
- feel sorry about something;
- get acquainted;
- part till tomorrow;
- go somewhere for a long time;
- feel shy;
- are surprised with something;
- say that something (a concert, a film) was great?

### **Task 10. Translate into English:**

Дослідження демонструють, що вербальне спілкування є основним видом людської комунікації, але воно супроводжується різними немовними діями, які допомагають зрозуміти мовний текст. Ефективність будь-яких комунікаційних контактів визначається й умінням правильно інтерпретувати інформацію, що передається мімікою, жестами, рухами тіла й темпом розмови. Засобами вербальної комунікації можна передати тільки фактичні знання, але їх недостатньо для того, щоб передати почуття людини. Різного роду почуття та настрої, які не піддаються мовному вираженню, передаються засобами невербального спілкування. Сферу невербальної комунікації становлять усі немовні сигнали, які посилає людина і які мають комунікативну цінність.

## UNIT 13. PARALANGUAGE AS A MEANS OF NONVERBAL COMMUNICATION



### Task 1. Pre-reading discussion:

- ✓ What factors, in your opinion, can modify one's voice message?
- ✓ What characteristics of one's voice seem threatening to you?

### Task 2. Mind the word list to the text:

1.	paralanguage	- парамова
2.	gauge	- вимірювати, оцінювати
3.	rate	- швидкість
4.	pitch	- висота (звуку)
5.	volume	- гучність
6.	modify	- змінювати, корегувати
7.	vocal fillers	- голосові заповнювачі
8.	temporarily	- тимчасово
9.	excessively	- занадто
10.	immature	- недозрілий, недорозвинений

**Task 3. Scan the text and say whether your idea of factors modifying one's voice message was true or false:**

***PARALANGUAGE AS A MEANS OF  
NONVERBAL COMMUNICATION***

Paralanguage is the way we say something. For example, a father calls his son from another room. From the tone of his father's voice, the child can gauge whether the call is urgent enough to come right away or whether he can continue to do his own thing. The tone of voice in this example is paralanguage.

A clear distinction exists between a person's use of words (verbal communication) and a person's use of paralanguage. Paralanguage includes such vocal characteristics as rate (speed of speaking), pitch (highness or lowness of tone), volume (loudness), and quality (pleasing or unpleasant sound). When any or all of these factors are added to words, they can modify meaning. It is estimated that 39 percent of the meaning in communication is affected by vocal cues – not the words themselves but the way in which they are said.

*Rate.* The rate at which one speaks can have an effect on the way a message is received. Researchers have studied people speaking at rates varying from 120 words per minute (wpm) to 261 wpm. They discovered that when a speaker uses a faster rate, he or she is seen as more competent, though if you speak too quickly, people won't be able to follow you, and your articulation may also suffer.

*Pitch.* Pitch refers to the highness or lowness of the voice. Pitch can determine whether a voice sounds pleasant or unpleasant. Some people believe that high-pitched voices are not as pleasant as low-pitched ones. However, the same researchers who studied rate of speaking also found that speakers were judged more competent if they used a higher and varied pitch. Lower pitches are more difficult to hear, and people who have low-pitched voices may be perceived as insecure or shy because they don't seem to speak up.

*Volume.* The meaning of a message can also be affected by its volume – how loudly we speak. A loud voice is fine if it's appropriate to the speaker's purpose and is not used all the time. The same is true of a soft voice.

*Vocal Fillers.* Vocal fillers are the sounds we use to fill out our sentences or to cover up when we are searching for words. Nonwords such as *uh*, *er*, and *um* and phrases such as *you know* are a nonverbal way of indicating that we are temporarily stuck and are searching for the right word.

*Quality.* The overall quality of a voice is made up of all other vocal characteristics – tempo, resonance, rhythm, pitch, and articulation. Voice quality is important because researchers have found that people with attractive voices are seen as more powerful, more competent, and more honest.

Voices can be changed with hard work and professional assistance.

**Task 4. Read the text carefully and choose the one best answer, a, b, c, or d to each question:**

1.	<i>Which of the following is not included in paralanguage?</i>	
	a.	volume;
	b.	rate;
	c.	melody;
	d.	pitch.
2.	<i>When do people sound more competent? When they speak at the rate of</i>	
	a.	120 wpm;
	b.	160 wpm;
	c.	180 wpm;
	d.	200 wpm.
3.	<i>What does not pitch refer to?</i>	
	a.	pleasantness of the voice;
	b.	its softness;
	c.	its lowness;
	d.	its highness.
4.	<i>Which of the following does not characterize voice quality?</i>	
	a.	articulation;
	b.	rhythm;
	c.	pronunciation;
	d.	resonance.

**Task 5. Find one meaningful mistake in each sentence and correct it:**

1. Researchers have discovered that when a person uses a slower rate, he is considered more competent.
2. Some people believe that high-pitched voices sound more pleasant than low-pitched ones.
3. People with high-pitched voice may be perceived as shy.
4. Vocal fillers indicate that we are permanently stuck and are searching for the right word.
5. People with attractive voices are seen as more modest.
6. Voices can be changed with hard work and self-help.

**Task 6. Put questions so that the following would be the answers to them:**

1. Rate, pitch, volume and quality.
2. 39 per cent.
3. If you speak too quickly.
4. When we are searching for words.
5. If it is not used all the time.
6. All other vocal characteristics.

**Task 7. Make up as many word-combinations as you can with the following words:**

1. rate of ... (e.g. rate of speech)
2. volume of ...
3. to modify ...
4. to ... temporarily
5. to ... excessively

**Task 8. Supply the correct form of the adjectives or adverbs in brackets:**

1. She sounds ... (pleasant) than her sister.
2. If you speak ... (quickly), we will be able to follow you.
3. His message would be ... (clear), if he spoke ... (slowly).

4. Speakers with high-pitched voices are considered to be ... competent than the ones with low-pitched voices.

5. After his brilliant speech followed by stormy applause, he felt ... (happy) man in the world.

6. His latest research seems much ... (interesting) than the previous one.

### **Task 9. Questions for consideration:**

1. What pitch and volume of human voice is comfortable for you? Why?

2. Do you use many fillers? Who does?

3. What professions require good voice quality? Think of the examples of nice voice quality of celebrities.

### **Task 10. Translate into English:**

Зміст висловлювання може змінюватися залежно від того, яка інтонація, ритм і логічні наголоси були використані для його передачі. Усі ці звукові елементи передачі інформації отримали назву паралінгвістичних засобів. Виокремлюють такі акустичні засоби, які супроводжують, доповнюють і заміщують звуки мовлення: темп, висота, гучність, швидкість, ритмічність, паузи, інтонація. Голосові властивості належать до важливих факторів сприйняття, оскільки мовленнєві відтінки впливають на зміст висловлювання, сигналізують про емоції, настрій людини, його впевненість або невпевненість тощо. Іншими словами, під час паравербальної комунікації певна частина інформації передається за допомогою голосових відтінків, яким у різних мовах надається певний зміст.

## UNIT 14. NONVERBAL COMMUNICATION THROUGH BODY MOVEMENTS



### Task 1. Pre-reading discussion:

- ✓ Are there any people who can use only body movements for communication? What do we call them?
- ✓ What part of our body sends the widest range of information, in your opinion?

### Task 2. Mind the word list to the text:

1.	kinesics	- кінесика, кінестетика
2.	emblem	- СИМВОЛ
3.	illustrator	- ілюстратор
4.	adaptor	- адаптор, пристосування
5.	hitchhiker	- той, хто подорожує автостопом
6.	dimension	- розмір
7.	underline	- підкреслювати
8.	adjust	- пристосовувати
9.	drum	- барабанити
10.	court sentence	- вирок у суді

### **Task 3. Scan the text and say what its main idea is:**

- a. people can communicate without language;
- b. people cannot communicate only through body movements;
- c. our communication becomes more expressive with body movements;
- d. body movements are hardly responsible for our communication.

### ***NONVERBAL COMMUNICATION THROUGH BODY MOVEMENTS***

Body movement, also called *kinesics*, is responsible for a lot of our nonverbal communication. Researchers on non-verbal communication, divide body movement into five categories: emblems, illustrators, regulators, displays of feeling, and adaptors.

*Emblems.* Emblems are body movements that have a direct translation into words. Emblems are often used when words are inappropriate. It would be impractical for a hitchhiker to stand on the side of the road and shout, "Please give me a ride!" His extended thumb is an emblem that means "I want a ride". Sometimes emblems can replace talk. We cover our faces with our hands if we are embarrassed, and we hold up our fingers to show how many we want.

*Illustrators.* Illustrators accent, emphasize, or reinforce words. If someone asks how big your suitcase is, you will probably describe it with words and illustrate the dimensions with your hands. If someone is giving you directions, she will probably point down the road and gesture left or right at the appropriate points. Illustrators can help to make communication more exact. But not all illustrators are gestures. When an instructor underlines something she has written on the blackboard, she is telling you that this point is particularly important.

*Regulators.* Regulators control the back-and-forth flow of speaking and listening. They include the head nods, hand gestures, shifts in posture, and other body movements that signal the beginning and end of interactions. At a very simple level, a teacher uses a regulator when she points to the person she wants to speak next.

*Displays of feelings.* Displays of feelings show, through our faces and our body movements, how intensely we are feeling. If you walk into a professor's office and the professor says, "I can see you are really feeling

upset”, he or she is responding to nonverbal cues you are giving about your feelings. You could also come in with a body posture indicating “I’m really going to argue about this grade” – with stiff position of your body showing that you are ready for a confrontation.

*Adaptors.* Adaptors are nonverbal ways of adjusting to a communication situation. Because we all use such a wide variety of adaptors, and because they are so specific to our own needs and the individual communication situation, they are difficult to classify or even describe generally.

People often use adaptors when they are nervous or uncomfortable in a situation. We might play with jewelry, drum on the table, or move around a lot in our seats. Each of these behaviours is an adaptor – a way of helping us cope with the situation.

Besides, we all send many messages with our eyes. Even if we don’t feel any eye movement, we use our eyes to indicate a wide range of information, such as our interest in another person, our boredom in a class, or our excitement at getting a gift we want.

Attention should be paid to a person’s attractiveness. Attractiveness in women is usually defined by face and body, whereas in men it’s largely defined by face.

People who are perceived as attractive get a more positive response from others and have an easier time in life than people who are not perceived as attractive. Researchers have discovered that attractive women have more dates, receive higher grades in college, persuade males with greater ease, and receive lighter court sentences. In business, attractiveness pays off in several ways, including finding jobs and obtaining higher starting salaries.

**Task 4. Now read the text again and match the words and one word-combination to their definitions:**

1.	illustrators	a.	show how intensely we are feeling.
2.	adaptors	b.	body movements that have a direct translation into words.
3.	kinesics	c.	accent, emphasize, or reinforce words.
4.	emblems	d.	control the flow of speaking and listening.

5.	displays of feelings	e.	help adjust to a communication situation.
6.	regulators	f.	body movements.

**Task 5. Sort out the following body movements by five categories:**

Emblems	Illustrators	Regulators	Displays of feelings	Adaptors
1	2	3	4	5

- ✓ drumming on the table;
- ✓ nodding one's head;
- ✓ extending thumb on the road;
- ✓ pointing left when giving directions;
- ✓ exchanging special handshakes;
- ✓ smiling happily;
- ✓ underlining something on the blackboard;
- ✓ pointing to the person who should speak next;
- ✓ moving around a lot in one's seat;
- ✓ turning slightly away when someone is talking.

**Task 6. The class is divided into two groups:**

*Subtask 1.* Which group will give more examples of types of information people can send with their eyes?

*Subtask 2.* Which group will give more examples of advantages that attractiveness gives a person?

**Task 7. Look at the following words from the text and choose their correct meaning, a, b or c:**

1.	<i>impractical (para 2)</i>	
	a.	not sociable;
	b.	not adapted for use or action;
	c.	not appropriate.
2.	<i>to emphasize (para 3)</i>	
	a.	to fix;
	b.	to shift;
	c.	to give special importance.

3.	<i>to nod (para 4)</i>	
	a.	to give someone a signal;
	b.	to contradict smth;
	c.	to accuse smb of smth.
4.	<i>to persuade (para 10)</i>	
	a.	to convince;
	b.	to conform;
	c.	to perceive.
5.	<i>sentence (para 10)</i>	
	a.	statement;
	b.	quotation;
	c.	verdict.
6.	<i>to pay off (para 10)</i>	
	a.	to contribute;
	b.	to praise;
	c.	to reward.

**Task 8. Complete the following sentences making embedded questions from the questions given before each one:**

*Example: Where did he go? I know where he went.*

1. Who will be responsible for conducting negotiations? I don't know ....
2. Could you give me a ride? She asked me ... .
3. How long does the class last? The catalog doesn't say ... .
4. When will the next meeting take place? Can you imagine ...?
5. What are body movements called? Do you imagine ...?
6. Will she give us the right direction? Are you sure ...?

**Task 9. Questions for consideration:**

1. What emblems besides the given examples can you speak of? Try to remember everything you can.
2. In your culture what emblems might accompany or substitute for the following words or phrases?

*Absolutely not.*

*I don't care...*

*Maybe...*

*I'm warning you...*

*Get lost!*

Ask someone from another culture to say these phrases. Observe the nonverbal gestures he or she uses. Are they the same as the ones used in your culture?

3. What do the following illustrations mean:

- you slam the door very firmly and loudly;
- describing somebody you puff your cheeks;
- you put your thumb upright;
- you press your palm to your heart?

4. Give some examples of regulators for a person making presentation.

5. What feelings does standing on your knees display?

6. Can you describe a person who seems attractive to you personally? What does attractiveness mean for you? What is the difference between attractiveness and beauty?

### **Task 10. Translate into English:**

Жести – це особливі рухи руками. Можна, наприклад, махати руками з іншого кінця залу, притягуючи увагу, показувати зріст та інші параметри рукою від підлоги, або двома руками розмір пійманої риби. Можна вказувати пальцем на предмет, хоча це вважається не дуже культурним у звичайному контексті. Але, якщо це робити в професійному контексті, то це не тільки прийнятний знак, але й необхідний: футбольні арбітри показують на центр поля або в бік воріт. Використання жестів також стає необхідним, коли інші засоби не доступні або недостатньо виразні.

## UNIT 15. NONVERBAL COMMUNICATION THROUGH CLOTHING



### Task 1. Pre-reading discussion:

- ✓ Do you think wearing uniforms would be preferable for schoolchildren in this country? Why (not)?
- ✓ What kind of clothes would you prefer to wear at work?

### Task 2. Mind the word list to the text:

1.	affiliation	- членство, належність
2.	conformity	- відповідність
3.	occupational	- професійний
4.	precise	- точний
5.	assert	- стверджувати

**Task 3. Scan the text and say what categories of employees are not free to wear clothes they like:**

### *NONVERBAL COMMUNICATION THROUGH CLOTHING*

Because clothing gives such a strong and immediate impression of its wearer, it is enormously important to nonverbal communication, it says

about the wearer in terms of status, affiliation, norms, and conformity. For example, if we see a man walking down the street in a well-tailored suit, we probably assume that he is a white-collar worker and that he might work for a bank or a big company. If we see a young woman on the same street in jeans and a T-shirt and carrying a book bag, we probably assume she is a student.

Clothing falls into four categories: uniforms, occupational dress, leisure clothing, and costumes. Each of these categories conveys a somewhat different meaning.

*Uniforms.* A uniform is the most specialized form of clothing. It identifies the wearer with a particular organization. There is little freedom of choice in a uniform: its wearers are told when to wear it (daytime, summer) and what they can and cannot wear with it (jewelry, medals, hairstyles).

The most common uniforms are worn in the military. By showing rank, these uniforms tell what positions the users hold in the military hierarchy and what their relationships are to others in the organization.

*Occupational dress.* Occupational dress is clothing that employees are expected to wear, but it is not as precise as a uniform. Occupational clothing indicates the performance of a certain kind of job, and it is designed to present a specific image of the employer. In some cases, the clothing is quite specific: letter carriers, airline pilots, and train conductors have little choice about their clothing.

In other cases employees have choices: flight attendants are required to wear specific pieces of clothing, but they can mix them according to their own preferences. Nurses might be required to wear white, but they can select the style they like. People who wear business clothing have even more choices.

*Leisure clothing.* Leisure clothing is used when work is over. Because this kind of clothing is left to choice, individuals sometimes assert their own identity by wearing it.

*Costumes.* Costumes are a form of highly individualized dress. By putting on a costume, the wearer announces, “This is who I want to be”. Such a costume might have a symbolic importance – the cowboy costume, for example, announcing a macho kind of individuality.

**Task 4. Now read the text again and match the kinds of clothing with their definitions:**

1.	Leisure clothing	a.	is expected to be worn, but not as precise as uniform.
2.	Occupational dress	b.	is the most specialized form of clothing.
3.	Costume	c.	is used when work is over.
4.	Uniform	d.	is a form of highly individualized dress.

**Task 5. Say what we can learn about the person if he/she**

- ✓ wears a military uniform;
- ✓ mixes specific pieces of clothing with those he prefers to wear;
- ✓ is wearing boots, bandanna and a hat;
- ✓ is wearing a well-tailored suit;
- ✓ is wearing jeans, a T-shirt and carrying a book bag.

**Task 6. Complete the table:**

VERB	NOUN
affiliate	
	assertion
conform	
occupy	
	employee
	preference

**Task 7. Complete the definitions below with the highlighted words in the text:**

1.	_____	- organization with grades of authority from lowest to highest.
2.	_____	- taking something as true before there is proof.
3.	_____	- to a great extent.

4.	_____	- making known ideas, views, feelings etc. to another person.
5.	_____	- distinct grade in the armed forces.

**Task 8. In paragraph 4 of the text find examples of Complex Subject. How many of them? Translate the sentences into your native language. Complete the following sentences with Complex Subject with your ideas:**

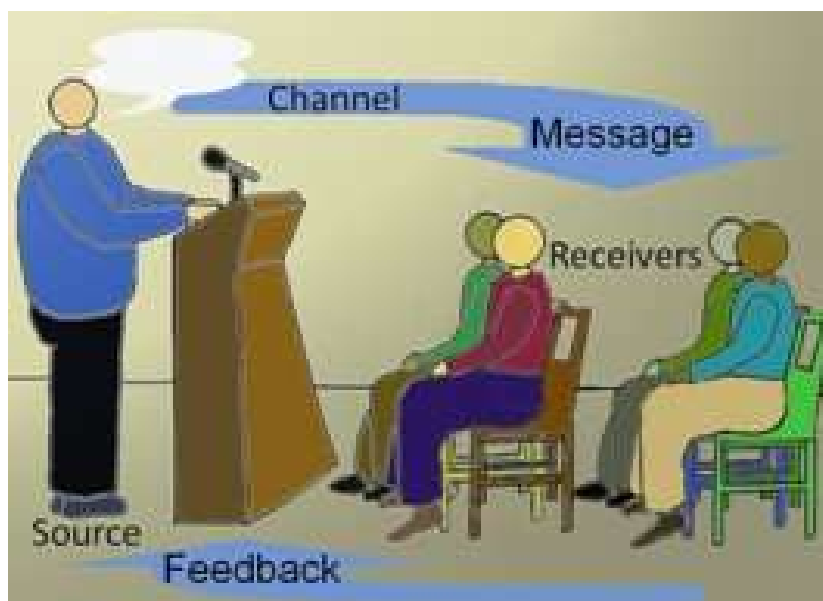
1. The negotiations were reported to ... .
2. At the ball the guests are expected to ... .
3. Many teenagers are known to ... .
4. The mass media is considered to ... .
5. The rich lady's jewelry was said to ... .
6. Flight attendants are assumed to ... .

**Task 9. Describe advantages and disadvantages of each category of clothing mentioned in the text.**

**Task 10. Translate into English:**

Одяг і зовнішній вигляд (зачіска, прикраси, косметика тощо) багато говорять не про настрій і стан у момент розмови, як-от паравербальні засоби, а про стабільні речі, зокрема особистість партнера, його соціальний статус, робота. Наприклад, одяг героїв мильних опер відтворює риси певної соціальної групи, так само, як у рекламі – одяг домогосподарки, вчительки, матері двох дітей, бізнесмена тощо. У сучасній реальності виробляються певні стереотипи, що визначаються саме типом одягу. Щодо кольору, то він може бути пов'язаний із контекстом: весілля або похорон, захист дисертації або пресконференція. Але тут також можуть бути міжкультурні суперечності (наприклад, в Африці знаком трауру є білий колір).

## UNIT 16. SPACE, DISTANCE AND TIME IN NONVERBAL COMMUNICATION



### Task 1. Pre-reading discussion:

- ✓ What do people usually mean by “my territory”?
- ✓ Do you feel uncomfortable when you enter the classroom and notice that your place is already occupied? Why (not)? Where do you usually sit during the lectures? Why do you choose this very seat?

### Task 2. Mind the word list to the text:

1.	proxemics	- проксеміка
2.	caress	- пестити, голубити
3.	apprehensive	- тривожний; той, що передчуває недобре
4.	encroach	- вдиратися, посягати
5.	hug	- міцні обійми
6.	stroke	- пестити
7.	arousal	- збудження
8.	token	- знак
9.	eager	- активний, жадаючий
10.	dent	- зробити вм'ятину

**Task 3. Scan the text and choose the correct variant, a, b, or c to complete the following sentences:**

1.	<i>When people are communicating with others they use ... distance zones.</i>	
	a.	2
	b.	4
	c.	3
2.	<i>In the text ... different categories of touch behaviour are described.</i>	
	a.	3
	b.	4
	c.	5
3.	<i>According to their attitude to time people fall into ... categories.</i>	
	a.	2
	b.	3
	c.	4

### ***SPACE, DISTANCE AND TIME IN NONVERBAL COMMUNICATION***

*Space and distance.* The study of space and distance, called proxemics, concerns the way we use the space around us as well as the distance we stand or sit from others.

People use four distance zones when they are communicating with others: intimate distance, personal distance, social distance, and public distance.

*Intimate distance.* In the intimate distance range, people are in direct contact with each other or are no more than 46 cm apart. Look at a mother with her baby. She picks him up, caresses him, kisses him on the cheek, puts him on her lap. We also maintain an intimate distance in love relationships and with close friends. Intimate distance exists whenever we feel free to touch the other person.

When our intimate distance is violated by people who have no right to be there, we feel apprehensive. If we are on a crowded bus, subway, or elevator and people are pressed against us, they are in our intimate distance. We react by ignoring these people and not making eye contact. In this way we can protect our intimate distance – psychologically if not physically.

*Personal distance.* At a range of personal distance, people stay from 46 cm to 1 m 22 cm from each other. This is the distance we keep most often when we are in casual and personal conversations. It is close enough to see the other person's reactions but far enough away not to encroach on intimate distance.

*Social distance.* When we do not know people very well, we are most likely to maintain a social distance from them – that is, a distance of 1 m 23 cm to nearly 3 m 65 cm. Impersonal business, social gatherings, and interviews are examples of situations where we use social distance.

*Public distance.* Public distance – a distance of more than 12 feet – is typically used for public speaking. At this distance, people speak more loudly and use more exaggerated gestures. Communication at this distance is more formal and permits few opportunities for people to be involved with each other.

The closer we stand to one another, the more we increase the likelihood of our touching. Touch is certainly important to interpersonal relationships. When and where we touch one another is governed by a strict set of societal rules.

Five different categories of touch behavior are described. The first is *functional-professional touch*, in which you are touched for a specific reason, as in a physical examination by a doctor or nurse. This kind of touch is impersonal and businesslike. *Social-polite touch* is used to acknowledge someone else. The handshake is the most common form. Although two people move into an intimate distance to shake hands, they move away from each other when the handshake is over. In close relationships people use the *friendship-warmth touch*. This kind of touch involves hugs and casual kisses between friends. In more intense relationships the *love-intimacy touch* is common. Parents stroke their children; lovers and spouses kiss each other. The final touch is *sexual arousal touch* – touch used as an expression of physical attraction.

*Time.* People seem to fall into two categories – those who are always on time and those who are always late.

We all use time for psychological effect. If you have a date with someone you don't know very well, you will probably not arrive too early because this might make you appear too eager. If you dent the family car, you might wait for the right time to tell your parents about it. Our control of time, then, is an important form of nonverbal communication.

Time is often connected with status: the higher our status, the more control we have over our time. Children have little control over time.

Professionals in our society often make others wait for them. If you want to discover who has the most status in society, watch who waits for whom.

**Task 4. Read the text again and match the definitions of the distance zones with their distance range:**

1.	social distance	a.	from 46 cm to 1 m 22 cm
2.	personal distance	b.	from 1 m 22 cm to 3 m 65 cm
3.	public distance	c.	no more than 46 cm
4.	intimate distance	d.	more than 3 m 65 cm

**Task 5. Match the sentence halves:**

1.	Personal distance is kept	a.	communication is more formal and permits few opportunities for people to be involved with each other.
2.	Intimate distance exists	b.	in impersonal business, social gatherings, interviews.
3.	We use social distance	c.	when we are in casual and personal conversation.
4.	At public distance	d.	whenever we feel free to touch the other person.

**Task 6. Match the category of touch with a person who this category may concern:**

1.	love-intimacy touch	a.	friend
2.	friendship-warmth touch	b.	business partner
3.	functional-professional touch	c.	doctor
4.	social-polite touch	d.	lover
5.	sexual-arousal touch	e.	mother

**Task 7. Put questions so that the following would be answers:**

1. By ignoring people around and not making eye contact.
2. It you want to see the other person's reaction.
3. When we do not know people very well.

4. By a strict set of societal rules.
5. Hugs and casual kisses between friends.
6. Then we watch who waits for whom.

**Task 8. Translate the following sentences into your native language:**

1. The closer we stand to one another, the more we increase the likelihood of our touching.
2. The more intense the relationship, the more frequent and more intimate the touch.
3. The higher the status, the more control we have over our time.

*Now use the same construction to compare the following things:*

bad relationships	→	big distance
close friends	→	many hugs and kisses
crowded bus	→	unwanted contacts
formal communication	→	few opportunities
much control over time	→	many things to do

**Task 9. Questions for consideration:**

1. What distance is comfortable for you when you are talking to your girl (boy)-friend, your parents, your boss?
2. Do you prefer big or small rooms for your English classes? Why?
3. If you come to your boss's office and he remains sitting at his desk with the firm expression on his face, do you think it's a good time to speak about giving you a week's holiday? Why (not)?
4. What distance would there be between you and the people you are in contact with in the following situations?
  - ✓ You are romantically involved with someone.
  - ✓ You're discussing business with your boss.
  - ✓ You are asking your instructor a question after class.
  - ✓ Your dentist is working on your teeth.
  - ✓ You are discussing something in private with your best friend.
5. What is your personal attitude to time (do you come late, early, on time – why do you do this)?

### **Task 10. Render the text in English in a few simple sentences:**

Дистанція між співбесідниками залежить від багатьох факторів – культурних традицій, віку, статі партнерів, ступеня знайомства між ними. Що тепліші відносини – то менша дистанція. Але міжкультурні розбіжності в способі використання простору можуть спричинити непорозуміння, комунікативні невдачі між партнерами. Є деякі відеокадри, де продемонстровано, як японський політик або бізнесмен “відскакує” від свого європейського співбесідника. І річ не в невихованості або недобррозичливості, а в різних системах застосування простору. Практичний висновок для того, хто хоче спілкуватися на міжкультурному рівні: поряд із мовою необхідно вивчати культуру народу, інакше навіть у позах тіла буде проглядати “акцент”.

# PART 2 PRACTICE

## CASE-STUDY OF CROSS-CULTURAL COMMUNICATION

### Section 1. Prof. Hofstede's Dimensions of Culture

First of all – what does “culture” mean? Professor Geert Hofstede defined it as: *The programming of the human mind by which one group of people distinguishes itself from another group.*

*Gerard Hendrik (Geert) Hofstede* (2 October 1928 – 12 February 2020) was a Dutch social psychologist, IBM employee, and Professor Emeritus of Organizational Anthropology and International Management at Maastricht University in the Netherlands, well known for his pioneering research on cross-cultural groups and organizations. He is best known for developing one of the earliest and most popular *frameworks for measuring cultural dimensions in a global perspective*. Here he described national cultures along six dimensions: Power Distance, Individualism, Uncertainty avoidance, Masculinity, Long Term Orientation, and Indulgence vs. restraint. He was known for his books *Culture's Consequences* and *Cultures and Organizations: Software of the Mind*.



*(from Wikipedia)*

**Task 1.** What is culture for you? Please refer to the definition above.

- a) Theater, opera and ballet in your country;
- b) The traditions, manners and peculiarities of life in your country;
- c) The artists, actors and singers in your country?

*Suggested solution:* “Culture” in the broad sense means the peculiarities in the life of a people that can distinguish them from other peoples. (*Answer b*).

**Task 2.** Look at the picture. What cultures do you recognize? Compare with your colleagues.



**Task 3.** Read the text and fill in the gaps with the words from the box.

heroes	symbols	rituals	values
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Culture consists of various layers and we often compare it with an onion. On the outer layer of the onion, you'll have ... (1), such as food, logos, colors or monuments. The next layer consists of ... (2), and can include real life public figures, like statesmen, athletes or company founders, or figures such as Superman in popular culture. On the third layer, closest to the core, you'll find ... (3), such as sauna, karaoke, or meetings.

(1) ... are recurring events which shape our unconscious minds. They exist both in society (e.g. celebrating Independence Day, Thanksgiving, tipping in restaurants, etc.) and in organisations (e.g. meeting practices etc.).

(2) ... are people who have shown behaviour which showcases, for example, the national spirit (e.g. Steve Jobs or important politicians). Or, within organisations, heroes show behaviour that sets the example. In some cultures, heroes can also be the "anti-hero" – they can be the example of what *not* to do.

(3) ... are items such as eating habits, foods, flags or colors. In the organisational setting, by symbols you might think about the logo of a company, for example.

At the core of culture, you'll find (4) ... They are broad preferences for a certain state of affairs (e.g. preferring equality over hierarchy) and are transmitted by the environment in which we grow up, like the behaviour of parents or teachers showing us what is acceptable and what isn't.

(Source: <https://news.theculturefactor.com/>)

*Suggested solution:*

1. symbols
2. heroes
3. rituals
4. values

**Task 4. Now it's your turn. What symbols and rituals are part of the culture in Ukraine? What is typical for this country?**



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## Section 2. The Cultural Dimensions

Culture is learned from your environment and is always a shared, collective phenomenon. By reading this article, you'll learn more about what we mean when we talk about culture. Here is Hofstede's cultural dimensions theory in a short presentation. It's a framework used to understand cross-cultural differences and similarities. Hofstede identified six key dimensions:

*1. Power Distance Index (PDI):* This dimension measures the extent to which a society accepts power inequalities. 1) In high-PDI cultures, people are more likely to accept hierarchical structures and authority figures. 2) In low-PDI cultures, there is a greater emphasis on equality and participation.

2. *Individualism vs. Collectivism (IDV)*: This dimension explores the degree to which individuals prioritize their own needs and goals over those of the group. In individualistic cultures, people value independence, personal achievement, and self-expression. In collectivist cultures, people prioritize group harmony, loyalty, and cooperation.

3. *Uncertainty Avoidance Index (UAI)*: This dimension measures a society's tolerance for ambiguity and uncertainty. In high-UAI cultures, people tend to be more risk-averse and prefer structured environments with clear rules and regulations. In low-UAI cultures, people are more open to change and ambiguity, and they are more comfortable with taking risks.

4. *Masculinity vs. Femininity (MAS)*: This dimension examines the distribution of roles between genders. In masculine cultures, traditional gender roles are more pronounced, with men being assertive and competitive, and women being caring and nurturing. In feminine cultures, gender roles are more fluid, and both men and women value cooperation, modesty, and quality of life.

5. *Long-Term Orientation (LTO)*: This dimension measures a society's focus on long-term or short-term goals. In long-term oriented cultures, people value perseverance, thrift, and a sense of shame. In short-term oriented cultures, people value tradition, respect for elders, and a sense of guilt.

6. *Indulgence vs. Restraint (IVR)*: This dimension explores the extent to which a society allows gratification of basic and natural human drives related to enjoying life and having fun. Indulgent cultures tend to be more optimistic and prioritize leisure time and personal happiness. Restrained cultures tend to be more pessimistic and emphasize self-discipline and social norms.

**Task 1. Rank the cultural dimensions for Ukraine according to your ideas. Choose one point for each opposition.**

- 1) Power Distance Index (PDI):
  - a. high-PDI
  - b. middle-PDI
  - c. low-PDI

2) Individualism vs. Collectivism (IDV):  
high individualistic  
both available  
high collective

3) Uncertainty Avoidance Index (UAI):  
a. high-UAI  
b. mean values  
c. low-UAI

4) Masculinity vs. Femininity (MAS):  
a. mostly masculine  
b. mean values  
c. definite feminine

5) Long-Term Orientation (LTO):  
a. long-term oriented  
b. middle-term oriented  
c. short-term goals

6) Indulgence vs. Restraint (IVR):  
a. indulgent culture  
b. mean values  
c. restrained culture

**Task 2. Compare your solutions with a partner in the class.  
Which values are the same and where are differences?**

<i>Dimensions:</i>	<i>identical</i>	<i>different</i>
PDI		
IDV		
UAI		
MAS		
LTO		
IVR		

**Task 3. Read the following text about the characteristics of a culture. Which country does this description fit?**

- a) USA
- b) *Romania = X*
- c) Poland
- d) UK

*Power Distance Index (PDI): High (90)*

- Xs tend to accept hierarchical structures and authority figures.
- There is a clear distinction between social classes and a strong respect for those in positions of power.

*Individualism vs. Collectivism (IDV): Low (30)*

- Xs are highly collectivist, prioritizing group harmony and loyalty over individual needs.
- Family and community ties are strong, and individuals often sacrifice personal goals for the benefit of the group.

*Uncertainty Avoidance Index (UAI): High (90)*

- Xs have a strong preference for structure, rules, and regulations.
- They are risk-averse and value security and predictability.
- There is a focus on planning and preparation.

*Masculinity vs. Femininity (MAS): Moderate (42)*

- X's culture is moderately masculine, with a balance between achievement and nurturing.
- There is a strong work ethic and a focus on material possessions, but also a value placed on quality of life and relationships.

*Long-Term Orientation (LTO): Moderate (45)*

- Xs have a moderate long-term orientation, balancing tradition and innovation.
- They value both past traditions and future aspirations.

*Indulgence vs. Restraint (IVR): Low (30)*

- Xs tend to be more restrained, emphasizing self-discipline and social norms.
- They may be more pessimistic and prioritize work over leisure.

*It's important to remember that these are general tendencies and that individual differences can vary greatly within the population. Additionally, cultural norms and values can evolve over time, so it's crucial to consider the current context when applying Hofstede's theory.*

**Task 4. Compare the cultural profile of Romania on the previous page with that of Ukraine. Which values are the same or similar, and which are very different?**



1. *Power Distance Index (PDI)*: Moderate to high. Ukraine has a history of authoritarian rule, which has led to a culture that respects authority and hierarchy. However, recent democratic reforms have challenged traditional power structures.

2. *Individualism vs. Collectivism (IDV)*: Moderate. Ukrainian culture is a mix of individualism and collectivism. While family and community ties are strong, there is also a growing emphasis on individual achievement and self-expression.

3. *Uncertainty Avoidance Index (UAI)*: High. Ukrainians tend to be risk-averse and prefer structured environments. They value stability and security, and may be hesitant to embrace change.

4. *Masculinity vs. Femininity (MAS)*: Moderate. Ukrainian culture is moderately masculine, with a balance between achievement and nurturing. While traditional gender roles are still prevalent, there is a growing emphasis on gender equality.

5. *Long-Term Orientation (LTO)*: Moderate. Ukrainians have a moderate long-term orientation, valuing both tradition and innovation. They are willing to invest in the future, but also respect their cultural heritage.

6. *Indulgence vs. Restraint (IVR)*: Low. Ukrainian culture is relatively restrained, emphasizing self-discipline and social norms. There is a focus on hard work and duty, and less emphasis on leisure and pleasure.



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### Section 3. Case Studies of the Intercultural Communication

**Task 1. You are watching a video about cultural differences. The author is Italian. What peculiarities of Italian culture does he draw attention to?**

Link to the video “EUROPE vs ITALY – Bruno Bozzetto (Official)”: <https://www.youtube.com/watch?v=tzQuuoKXVq0>



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**Task 2. Read the text “Starting a conversation: establishing familiarity”. What cultural dimension(s) is different between the Chinese hosts and the guest from Switzerland?**

In China, familiarity is often established during first encounters by expressing interest in “private” circumstances. Questions such as “Where are you from?”; “Are you married?”; “Do you have children?”; “How much do you earn?” are considered to be polite. People from Europe often react with confusion or even outrage in such cases, as these questions invade our privacy and signal, in our eyes, a disregard for social distance.



A Swiss computer expert reported on his encounter with Chinese computer experts at a Chinese university. He was invited to answer questions from his Chinese colleagues on the topic of “Computer Security in Europe”. He was confused when the 20 minutes were spent on questions that related almost exclusively to his private life: “Are you married?”; “Why not?”; “Do you want children?”; “How much do you earn?”; “How big is your apartment?” etc. until finally specialist topics came up.

Topics of conversation that are considered “safe topics” in one culture may be inappropriate in another culture or invade the individual’s private sphere. Knowledge of “safe topics” and “taboo areas” in the culture of the conversation partners is an essential prerequisite for avoiding uncomfortable moments and embarrassments in intercultural situations.

**Write down the expectations of the parties involved:**

*Expectations of the Swiss computer expert:*

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.....  
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*Expectations of the Chinese computer experts:*

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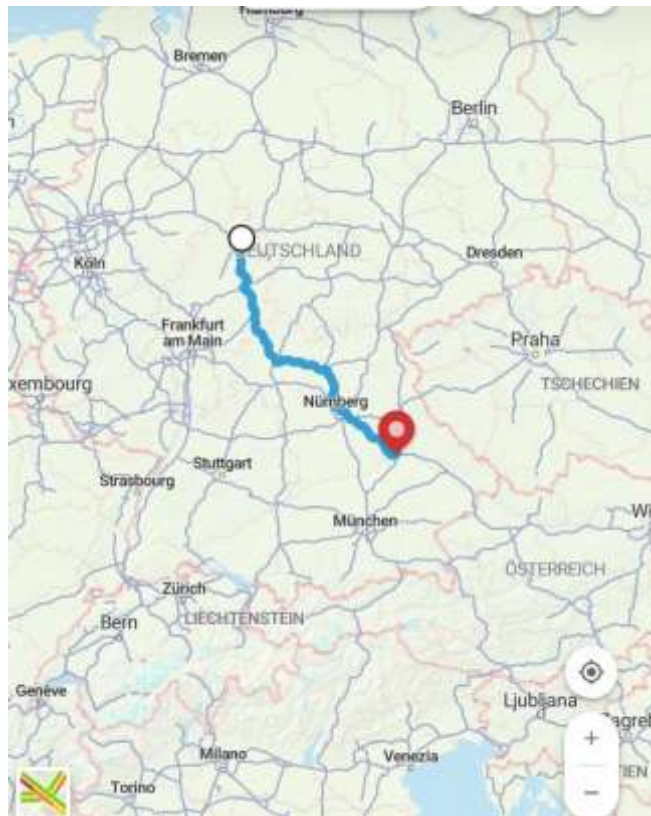
*Which cultural dimension(s) are different between the two sides?*

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.....  
.....

**Task 3. Read the text “Transport with a low-loader to Regensburg”. How do the communication partners deal with time?**

### **Transport with low loader to Regensburg**

An entrepreneur from Southeast Europe was on a business trip in Germany. He bought a road construction machine. Then he wanted to organize a transport from Kassel in Germany with a special low loader to a port on the Danube in Germany. There the purchased machine was to be loaded onto a ship and transported to his country.



The German seller said: “I can organize the transport to Regensburg in Bavaria in 2 weeks. Then pick up the road construction machine at the port of Regensburg and organize loading onto a ship”.

The Southeast European businessman replied: “No, that’s very slow. I organize the transport to the Danube port faster”. The German just said: “Okay, do it”.

The buyer called 5 or 6 shipping companies and asked about a transport with a low loader from Kassel to Regensburg. They all answered: After 2 weeks.

#### *Solution:*

The seller is relatively long-term oriented in terms of time, he knows the delivery routes and the delivery times of the shipping companies in Germany. 2 weeks is a relatively short period for him. He most likely

thinks monochronically, he distributes his tasks at work one after the other. Immediate delivery is hardly possible under these circumstances, because all the low-loaders in the area are fully booked for the next 2 weeks.

The buyer comes from a country in southeastern Europe where people live polychronically – they think about several tasks at the same time, they want to get everything done as quickly as possible. For this person, 2 weeks is a relatively long time, he can hardly wait that long.

**Task 4. This text is about the different power distances between two European cultures. According to the text, what is this dimension like in Germany and Italy?**



Two businessmen from Germany traveled to Italy. They wanted to sign a contract with an Italian company in Palermo. The Italian boss called them: “I’m flying to the USA tomorrow morning. We can meet in a bar this evening, discuss the final details and sign the contract”.

The Germans replied: “We’d rather come to your office tomorrow morning”.

The next morning, of course, the boss wasn't in the office and no one could sign the contract.

*Solution:*

In Italy, the power distance is greater, the boss often decides alone. In this case, obviously, no one can represent him.

In Germany, the power distance is not so great. This means that if a leading person is absent, someone can represent him.

The Germans wrongly assumed that a late evening meeting in a restaurant (not officially in the office) is of no particular importance. They also wrongly thought that the Italian would have a representative and they would do the deal with the representative.

That didn't work!

**Task 5. Trip to Egypt. What was the reason for the lack of understanding?**

A group of lecturers from a southern European country were on an exchange in Egypt. They arrived on Sunday and were transferred to a hotel outside the city.

The Egyptian hosts said: “Tomorrow morning a bus will come and take the group to our university. We will hear lectures there and have a scientific exchange”.

The Europeans got up at around 7 a.m. the next day, had breakfast, dressed appropriately and started waiting for the bus at around 8 a.m. It was 8:30 a.m., then 9 a.m., 10 a.m. – no bus. The people were very upset and unsettled. What happened?

Finally, at around 11 a.m. the bus arrived, the group drove to the university and the events could begin.

*(For your solution you can use the dimension UAI)*

# COUNTRIES, CUSTOMS, TRADITIONS: COMPARATIVE ANALYSIS

## EGYPT



Population:	total: 81, 713, 520	
Age structure:	0–14 years:	31.8 %
	15–64 years:	63.5 %
	65 years and over:	4.7 %
Nationality:	noun: Egyptian(s) adjective: Egyptian	
Ethnic groups:	Egyptian 99.6 %, other 0.4 %	
Religions:	Muslim (mostly Sunni) 90 %, Coptic 9 %, other Christian 1 %	
Languages:	Arabic (official), English and French widely understood by educated classes	
Literacy:	definition: age 15 and over can read and write total population: 71.4 % male: 83 % female: 59.4 %	

## **Introduction**

Egypt, officially Arab Republic of Egypt is a country in northeastern Africa and southwestern Asia. Its northern border is the Mediterranean Sea, on the east lies Israel and the Red Sea, Sudan is to its south, and on the west is Libya. The land of the Nile River, Egypt is the cradle of one of the world's greatest ancient civilizations and has a recorded history that dates from approximately 3200 BC.

Although modern day Egyptians are usually lumped together with "the Arabs" due to their language and Islamic traditions, this is not completely accurate. There is a truly Bedouin Arab grouping within Egypt, who are still largely nomadic tribal people living in isolated oases and roaming through the country's vast desert regions. Many Bedouin Arabs reside the Sinai Peninsula and along the Red Sea coast, across from Arabia.

## **Interesting Fact**

Egyptians often consider their country to be a bridge between the European West and the Arab East. Thus, business practices may resemble European or Arab practices or anything in between.

## **Religion in Egypt**

The predominant religion for Egypt is Islam, the practice of the Muslim faith.

Islam is the name of the religion that was founded 1,400 years ago by the Holy Prophet of Islam, Muhammad. Islam is an Arabic word which means peace, love and complete submission and obedience to God. There is no difference between Islam and Muslims. Islam is the religion that a Muslim follows, just as Christianity is the religion which a Christian follows.

Islam demands from its believers that they establish peace in the world, promote love and make such examples of themselves that others, knowing that they are Muslims, feel at peace and harmony in that knowledge. This is the true Islam and what it means to be a Muslim.

The Holy Prophet of Islam has said that a true Muslim is one whose actions and words do not harm his fellow man.

When Muslims greet each other, instead of saying, "good morning" or "hello" they say "Assalamo Alaikum", which means "May peace be upon you and may God's blessings be with you". This greeting makes a Muslim aware that he has to spread love and peace wherever he goes.

Muslims pray five times a day, asking God for his love.

They pray, “Oh God! You are Peace and from you, is Peace; Blessed are you, O Lord of Majesty and Bounty”.

The Holy Quran is considered by the Muslims to have been sent for the guidance of mankind. It is full of wisdom and commands.

### **Appearance**

➤ Foreigners are expected to abide by local standards of modesty however, do not adopt native clothing.

➤ A jacket and tie are usually required for men at business meetings. Men should wear long pants and a shirt.

➤ Women should always wear modest clothing in public.

### **Behaviour**

➤ Space relationships among members of the same sex will be much closer than North Americans and Europeans are comfortable with. Egyptians will tend to stand close and moving away may be seen as a sign of aloofness. On the other hand, men and women stand farther apart from each other than is the custom in United States and Europe.

➤ Try not to sit with your legs crossed. Showing the sole of your shoe is considered an insult to another person.

➤ It is common to smoke in public. Be considerate to others present and offer your cigarettes.

### **Communication**

➤ Names are often confusing. It's best to get the names (in English) of those you will meet, speak to, or correspond with ahead of time so that you can find out both their full names and how they are to be addressed in person.

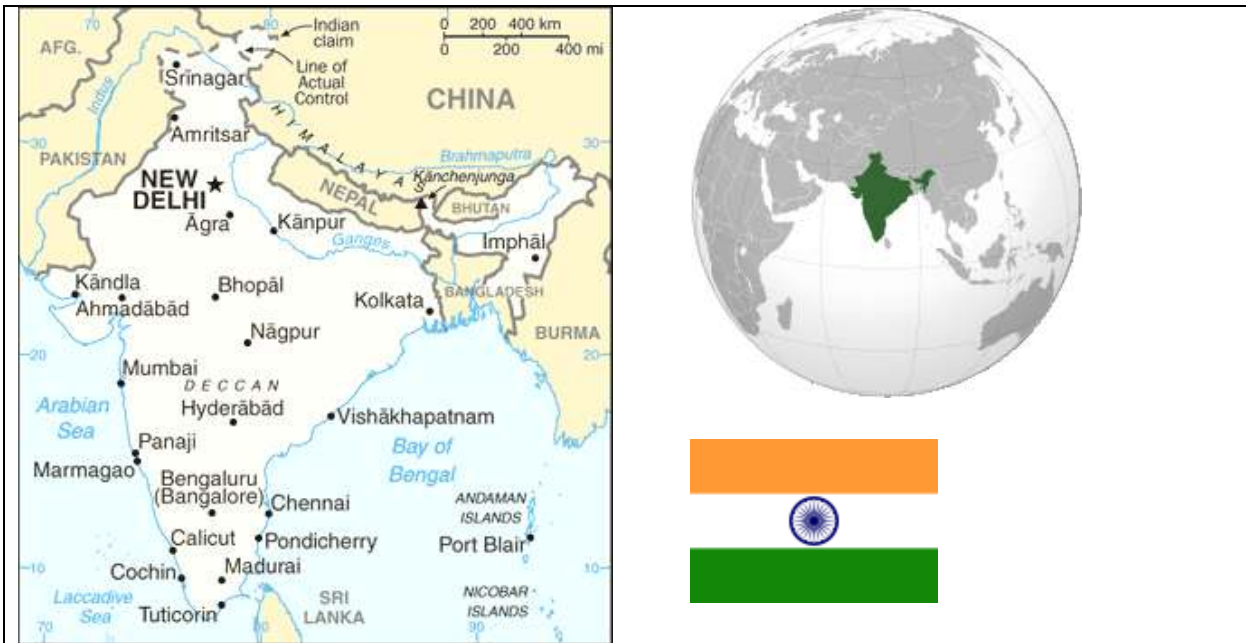
➤ Arabic is read from right to left and books or magazines start at what would be the last page in the U.S. and Europe. Printed literature is preferred to have an impressive back cover, even if printed in English.

➤ Nearly all Egyptians speak Arabic. Most international business people will speak English, French or both.

➤ Frequently appointments may be interrupted by phone calls and/or visits.

➤ If locating in Egypt, business cards should be printed in English on one side and Arabic on the other.

# INDIA



Population:	total: 1, 147, 995, 904	
Age structure:	0–14 years:	31.5 %
	15–64 years:	63.3 %
	65 years and over:	5.2 %
Nationality:	noun: Indian(s) adjective: Indian	
Ethnic groups:	Indo-Aryan 72 %, Dravidian 25 %, Mongoloid and other 3 %	
Religions:	Hindu 80.5 %, Muslim 13.4 %, Christian 2.3 %, Sikh 1.9 %, other 1.8 %, unspecified 0.1 %	
Languages:	Hindi 41 %, Bengali 8.1 %, Telugu 7.2 %, Marathi 7 %, Tamil 5.9 %, Urdu 5 %, Gujarati 4.5 %, Kannada 3.7 %, Malayalam 3.2 %, Oriya 3.2 %, Punjabi 2.8 %, Assamese 1.3 %, Maithili 1.2 %, other 5.9 % note: English enjoys associate status but is the most important language for national, political, and commercial communication; Hindi is the national language and primary tongue of most of the population	
Literacy:	definition: age 15 and over can read and write total population: 61 % male: 73.4 % female: 47.8 %	

## **Introduction**

India is officially called Republic of India (Hindi *Bharat*), is located in southern Asia and is a member of the Commonwealth of Nations. India consists geographically of the entire Indian Peninsula and portions of the Asian mainland. To its north lies Afghanistan, China, Nepal, and Bhutan; to its east is Bangladesh, Myanmar (formerly known as Burma), and the Bay of Bengal; Palk Strait and the Gulf of Mannar (which separate it from Sri Lanka) and the Indian Ocean are to the south; and on the west is the Arabian Sea and Pakistan.

## **Interesting Fact**

The current leadership of India is implementing sweeping changes to encourage international business in India, from privatization to the liberalization of trade.

## **Appearance**

➤ Men are generally expected to wear a suit and tie for business, although the jacket may be removed in the summer. Women should wear conservative dresses or pantsuits.

➤ When dressing casual, short-sleeved shirts and long pants are preferred for men; shorts are acceptable only when exercising. Women must keep their upper arms, chest, back, and legs covered at all times.

➤ Women should wear long pants when exercising.

➤ The use of leather products including belts or handbags may be considered offensive, especially in temples. Hindus revere cows and do not use leather products.

## **Behaviour**

➤ The head is considered the seat of the soul. Never touch someone else's head, not even to pat the hair of a child.

➤ Beckoning someone with the palm up and wagging one finger can be construed as an insult. Standing with your hands on your hips will be interpreted as an angry, aggressive posture.

➤ Whistling is impolite and winking may be interpreted as either an insult or a sexual proposition.

➤ Never point your feet at a person. Feet are considered unclean. If your shoes or feet touch another person, apologize.

➤ Gifts are not opened in the presence of the giver. If you receive a wrapped gift, set it aside until the giver leaves.

➤ Business lunches are preferred to dinners. Hindus do not eat beef and Muslims do not eat pork.

### **Communication**

➤ There are more than fourteen major and three hundred minor languages spoken in India. The official languages are English and Hindi. English is widely used in business, politics and education.

➤ The word “no” has harsh implications in India. Evasive refusals are more common, and are considered more polite. Never directly refuse an invitation, a vague “I’ll try” is an acceptable refusal.

➤ Do not thank your hosts at the end of a meal. “Thank you” is considered a form of payment and therefore insulting.

➤ Titles are very important. Always use professional titles.

# GERMANY



Population:	total: 82, 369, 552	
Age structure:	0–14 years:	13.8 %
	15–64 years:	66.2 %
	65 years and over:	20 %
Nationality:	noun: German(s) adjective: German	
Ethnic groups:	German 91.5 %, Turkish 2.4 %, other 6.1 % (made up largely of Greek, Italian, Polish, Russian, Serbo-Croatian, Spanish)	
Religions:	Protestant 34 %, Roman Catholic 34 %, Muslim 3.7 %, unaffiliated or other 28.3 %	
Languages:	German	
Literacy:	definition: age 15 and over can read and write	
	total population: 99 %	
	male: 99 %	
	female: 99 %	

## Introduction

Germany's economy ranks as the largest in Europe, and the third largest in the world, behind the U.S. and Japan.

The decision-making process in Germany is much slower than in the United States, and this can be troublesome to U.S. executives. Be prepared

for the process to take much longer, as there is often a “hidden” group of advisors and decision makers that must approve of any transaction that is to occur.

Germany’s religions are split evenly between Roman Catholics, who are concentrated in the southern part of the country, and Protestants, who are found in the northern region.

### **Interesting Fact**

Germany went through a unification process, bringing the East and the West together. Although there still continues to be sensitivities between the two regions, the integration both economically and technologically is moving forward.

### **Appearance**

- Business dress in Germany is very conservative.
- Businessmen wear dark suits; solid, conservative ties, and white shirts.
- Women also dress conservatively, in dark suits and white blouses.
- Chewing gum while talking to someone is considered rude.
- Don’t be surprised if occasionally you see a fashion statement with white socks being worn with a dark suit.

### **Behaviour**

- Germans are strongly individualistic.
- The German thought process is extremely thorough and time-intensive, with each aspect of a project being examined in great detail. However, once the planning is over, a project will move very quickly and deadlines are expected to be honoured.
- Germans do not like surprises. Sudden changes in business transactions, even if they may improve the outcome, are unwelcome.
- German citizens do not need or expect to be complimented. In Germany, it is assumed that everything is satisfactory unless the person hears otherwise.
- Punctuality is necessity in Germany. Arrive on time for every appointment. Being late, even if it is only by a few minutes, is very insulting to a German executive. Additionally, a handshake may be accompanied with a slight bow. Reciprocating the nod is a good way to make a good impression.

- Be sure to look directly into the person's eyes while shaking hands.
- When being introduced to a woman, wait to see if she extends her hand.
- Business is viewed as being very serious, and Germans do not appreciate humour in a business context.
- In business meetings, age takes precedence over youth. If you are in a group setting, the eldest person enters first.
- Germans keep a large personal space around them, however, it is not unusual that when in line at a store cash register, Germans will crowd up very close to the person in front of them.
- People that have worked together for years still shake hands each morning as if it were the first time they met.
- German men frequently greet each other with *Herr* “*last name*”, even when they know each other very well.
- Germans are able to consume large quantities of beer in one evening, but public drunkenness is *not acceptable*. It is best to know your limits, especially in Bavaria where two liters of beer is an ordinary evening. Pace yourself and eat plenty of food.
- Typically, you do not wait to be seated in German restaurants, and it is *not uncommon* to share a table with strangers. However, most Germans will think it odd if you try to initiate a conversation with them beyond just establishing that the chairs are available.

### **Communication**

- German is the official language.
- Approximately ninety-nine percent of the population speaks German. However, there are several different dialects in the various regions.
- Germans love to talk on the telephone. While important business decisions are not made over the phone, expect many follow up calls or faxes.
- Germans guard their private life, so do not phone a German executive at home without permission.
- Titles are very important to Germans. Do your best to address people by their full, correct title, no matter how extraordinarily long that title may seem to foreigners. This is also true when addressing a letter.

# JAPAN



Population:	total: 127, 288, 416	
Age structure:	0–14 years:	13.7 %
	15–64 years:	64.7 %
	65 years and over:	21.6 %
Nationality:	noun: Japanese (singular and plural) adjective: Japanese	
Ethnic groups:	Japanese 98.5 %, Koreans 0.5 %, Chinese 0.4 %, other 0.6 %	
Religions:	observe both Shinto and Buddhist 84 %, other 16 % (including Christian 0.7 %)	
Languages:	Japanese	
Literacy:	definition: age 15 and over can read and write	
	total population: 99 %	
	male: 99 %	
	female: 99 %	

## Introduction

Japan has a population of more than 125 million people packed tightly into a rather small geographic area. The official language in Japan is Japanese. Japanese is spoken only in Japan. The literacy rate in Japan is

very close to 100 percent and 95 percent of the Japanese population has a high school education.

Japan's form of government is parliamentary democracy under the rule of a constitutional monarch. The Prime Minister is the chief government officer. The dominant religion is Shinto, which is exclusive to Japan. However, the Japanese have no official religion.

Culturally, the Japanese tend to be somewhat introverted in their ways. They generally are not receptive to outsiders. When conducting business in Japan relationships and loyalty to the group is critical for success.

### **Interesting Fact**

The Japanese tend to be rather direct in their questioning of foreigners. You may be asked personal questions such as: How much money do you earn? or How large is your house?

### **Appearance**

➤ Those who dress according to their status or position impress the Japanese. Dress to impress.

➤ Men should wear dark conservative attire. Business suits are most suitable.

➤ Casual dress is never appropriate in a business setting.

➤ Shoes should be easy to remove, as you will do so often. Slip-ons are the best choice.

➤ Women's dress should be conservative. Little emphasis should be placed on accessories. They should be minimal.

➤ Women should not wear pants in a business situation. Japanese men tend to find it offensive.

➤ Women should only wear low-heeled shoes to avoid towering over men.

➤ A kimono should be wrapped left over right, to do otherwise symbolizes death.

➤ Remember the Japanese phrase "The nail that sticks up gets hit with the hammer" when considering your choices for attire in Japan.

➤ Avoid using large hand gestures, unusual facial expressions and any dramatic movements. The Japanese do not talk with their hands and to do so could distract your host.

➤ Avoid the "OK" sign; in Japan it means money.

➤ Pointing is not acceptable.

- Do not blow your nose in public.
- Personal space is valued. Because the Japanese live in such a densely populated area, they value their personal space.
- A smile can have double meaning. It can express either joy or displeasure. Use caution with your facial expressions. They can be easily misunderstood.
- The Japanese are not uncomfortable with silence. They use it to their advantage in many situations. Allow your host to sit in silence.

### **Behaviour**

- The word for toasting is *kampai*, pronounced “kahm-pie”. When toasting the glass is never left unfilled. Drinking is an important part of Japanese culture. It is a way to relieve business stress.
- Never pour a drink yourself; always allow someone else to do it for you.
- Most business entertaining is done in restaurants or bars after business hours. Often in *karaoke* or “hostess bars”. Businesswomen should not attend “hostess bars”.
- Let the host order the meal and pay. Business may be discussed at dinner during these events.
- Japanese rarely entertain in the home. If you are invited to the home of your Japanese host, consider it a great honor and display a tremendous amount of appreciation.
- If you are invited to a social event, punctuality is not expected. It is the custom to be “fashionably late”.
- If you do take your host out insist upon paying. The Japanese will refuse but insist. They will prefer that you choose a Western-style restaurant when entertain them.
- Key phrases to learn are “*itadakimasu*” at the beginning of dinner, and “*gochisou-sama-deshita*” at the end. It is polite use these phrase and it will show you host that you have enjoyed the meal.
- “*Sumimasen*” (excuse-me) is a very useful term to add to your vocabulary along with the phrase “*kekko desu*” (I’ve had enough).
- It is perfectly acceptable to slurp your noodles. Doing so will exhibit your enjoyment of your food. To do otherwise, indicates that your meal was not a pleasant one.
- Do not openly display money. It is rare to see it given from person to person in Japan. It is important to use an envelope to pass money.

- In Asia the number 14 is bad luck, because in Japanese it sounds like the word “shuh-shuh”, which sounds like the word for death.
- Tipping is not expected.
- Gift giving is very important both business and personal gifts.
- The gift itself is of little importance, the ceremony surrounding it is very important.
- Always wrap gifts. The selection of the wrapping paper is critical. Do not give anything wrapped in white as it symbolizes death. Do not use bright colors or bows to wrap the gift. It is better to have the hotel or the store wrap the gift to ensure that it is appropriate.
- Do not surprise the recipient with the gift. Give your host some warning during the evening that you intend to give them a present.
- Give the gift with both hands and accept gifts with hands.
- Generally, gifts will not be opened in your presence. If your host insists that you open the gift do so gingerly. They take pride in gift wrapping, show that you appreciate the effort.
- Do not give gifts in odd number or the number four, as odd numbers are bad luck and four sounds like the word for death in Japanese.
- Gifts should be given at the end of a visit.
- Do not admire anything belonging to your host too closely. The Japanese strive to please; you may be rewarded for your admiration.
- The most popular gift giving occasions in Japan are *oseibo*, which falls at the end of the year and *O-chugen* which falls during the middle of the year.
- Good gift ideas include top choice beef, fruit and alcohol such as brandy, quality whiskey and Bourbon along with excellent wines. They also appreciate gifts from high-end department stores like Saks and Neiman Marcus.
- The Japanese frown on open displays of affection. They do not touch in public. It is highly inappropriate to touch someone of the opposite sex in public.

### **Communication**

- In Japan, business cards are called *meishi*. Japanese give and receive *meishi* with both hands. It should be printed in your home language on one side and Japanese on the other. Present the card with the Japanese language side up.
- The card will contain the name and title along with the company name, address and telephone number of the businessman. In Japan, businessmen are called “*sarariman*”.

➤ Take special care in handling cards that are given to you. Do not write on the card. Do not put the card in your pocket or wallet, as either of these actions will be viewed as defacing or disrespecting the business card. Upon receipt of the card, it is important to make a photocopy of the name and title of the individual in your mind. Examine the card carefully as a show of respect.

➤ In a business situation, business cannot begin until the meishi exchange process is complete.

➤ The customary greeting is the bow. However, some Japanese may greet you with a handshake, albeit a weak one. Do not misinterpret a weak handshake as an indication of character.

➤ If you are greeted with a bow, return with a bow as low as the one you received. How low you bow determines the status of the relationship between you and the other individual. When you bow keep your eyes low and your palms flat next to your thighs. The business card should be given after the bow. This is very important to remember.

➤ In introductions use the person's last name plus the word san which means Mr. or Ms. The Japanese prefer to use last names. Do not request that they call you by your first name only. If you are uncertain about the pronunciation of a name, ask for assistance.

➤ Understand that the Japanese prefer not to use the word no. If you ask a question they may simply respond with a yes but clearly mean no. Understanding this is critical in the negotiation process.

## **TASKS ON EGYPT, INDIA, GERMANY, JAPAN**

1. You are to come to business negotiations with the representatives of the four countries at 10.00. You come at 10.15. The representatives of which countries are not pleased with your being late?

2. In what country is your patting a child's head in the street not welcomed?

3. You have many friends from different countries, and you've decided to invite them to your birthday party. But after giving you their presents two of them considered themselves insulted and left. What could have happened and what countries are your guests from?

4. (For girls only) When in Japan, you are invited to be a guest in somebody's house. You put a kimono and go there. The very first guest who sees you expresses his condolences. What is your mistake?

5. In what country is it not necessary to entertain your interlocutor with a non-stop talking?

6. You are to have negotiations with your partners from the four countries. What should you put on so that all the sides were pleased?

7. (For girls only) You liked an Indian boy and invited him to come to dinner to your place. But you made two mistakes – you cooked the wrong dish and put on the wrong accessory, so he left you, because he felt offended. Your next great love was a German. He invited you for a date, but you again made two big mistakes, and he also left you. Next came the time of a Japanese. You tried to learn everything about how to behave with the Japanese. At last, he took you to the restaurant at a New Year Eve. You exchanged gifts. You had covered a box with a gift for him with snow-white paper and tied it with a red ribbon. It looked so beautiful! But he seemed to be very upset. So, you made a mistake again. What were your 5 mistakes?

8. In some international group of businessmen you are sitting on the chair the way you feel comfortable and suitable in your country, but one man looks insulted. Where is he from and what is offensive in your pose?

9. In what country do people appreciate shaking hands as “hello” and “good bye” as much as in your country?

10. You organize a dinner for the representatives of the four countries. What shouldn't you cook so that everybody were satisfied and didn't feel offended?

11. You decide to give souvenirs to your four friends from these countries before leaving home. You prepare a leather belt, a bottle of expensive wine, good cigarettes and a book of anecdotes on business topics. Try to distribute the presents properly.

12. You didn't catch the name of an Indian professor, who you are to have a talk with. So you decide to call him just “professor”. Did you make a right decision? Why (not)?

13. A European woman wants to impress a Japanese man. She knows that his tastes are rather conservative, so she puts on a strict business suit with a skirt, white blouse and high-heeled shoes. But she notices that the man is not pleased. What is the woman's mistake?

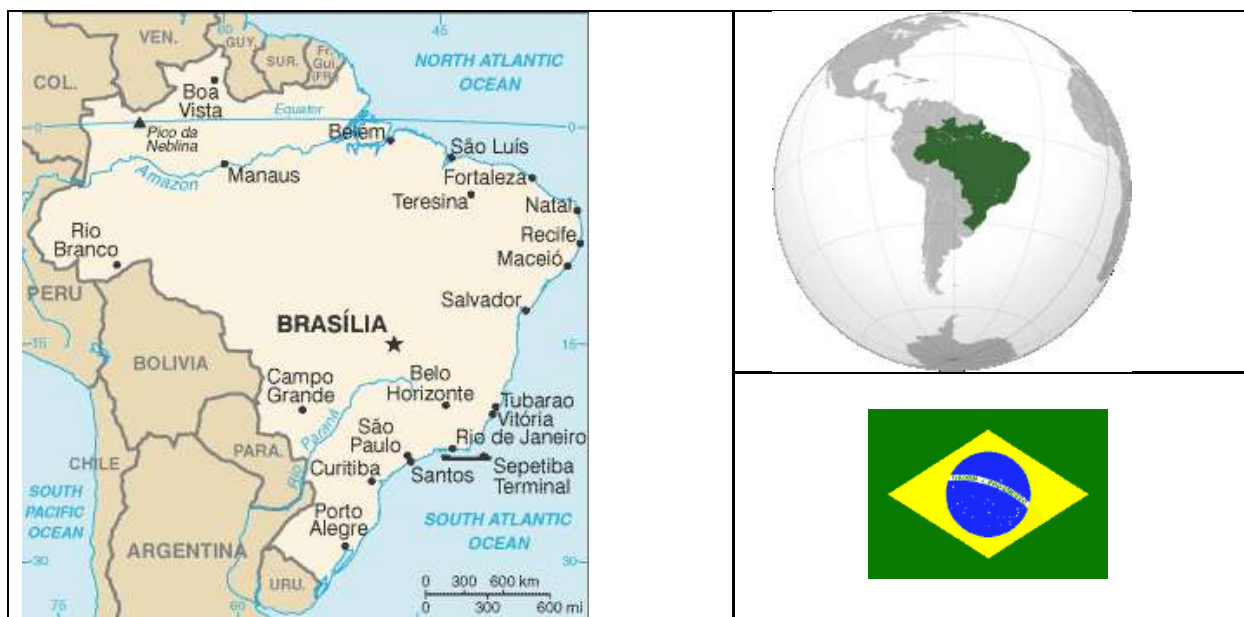
14. Distribute the don'ts according to the country. There may be one for two countries.

Japan	Germany	India	Egypt

- don't be late to an appointment;
- don't neglect the standards of modesty in clothing;
- don't beckon with the palm up;
- don't blow your nose in public;
- don't be afraid of sitting in silence;
- don't chew the gum when talking;
- don't whistle or wink at anybody;
- don't use humour in business context;
- don't sit with your legs crossed;
- don't come too close to a woman;
- don't make surprises though pleasant ones;
- don't open the gift until the giver leaves;
- don't make large hand gestures;
- don't hesitate to use titles;
- don't make compliments;
- don't present unwrapped gifts;
- don't ever touch a person's head.

15. You were invited for a meal at your Indian friend's place. The meal was very nice. You were pleased, so you thanked the host and left. Since then you have never been invited to this place again. Can you guess, why?

# BRAZIL



Population:	total: 196, 342, 592	
Age structure:	0–14 years:	27 %
	15–64 years:	66.8 %
	65 years and over:	6.3 %
Nationality:	noun: Brazilian(s) adjective: Brazilian	
Ethnic groups:	white 53.7 %, mulatto (mixed white and black) 38.5 %, black 6.2 %, other (includes Japanese, Arab, Amerindian) 0.9 %, unspecified 0.7 %	
Religions:	Roman Catholic 73.6 %, Protestant 15.4 %, Spiritualist 1.3 %, Bantu/voodoo 0.3 %, other 1.8 %, unspecified 0.2 %, none 7.4 %	
Languages:	Portuguese (official and most widely spoken language); less common languages include Spanish (border areas and schools), German, Italian, Japanese, English, and a large number of minor Amerindian languages	
Literacy:	definition: age 15 and over can read and write total population: 88.6 % male: 88.4 % female: 88.8 %	

## **Introduction**

Over 90 percent of Brazil's population live on 10 percent of the land, and over 15 million live in San Paulo and Rio de Janeiro. Brazil's ethnic composition is about 55 percent European descent (primarily Portuguese), 38 percent a mixture of cultures (African, German, Japanese, Amerindian, and so forth), 6 percent African, and only 1 percent Amerindian.

Portuguese is the official language, although some of the population speak Spanish, Italian, or various Amerindian languages. There is no official religion, however the predominant religion is Roman Catholic.

## **Interesting Facts**

Nearly 50 percent of the population is under twenty years of age. Despite massive economic problems, Brazil is often regarded as a potentially rich country with a strong industrial sector, large agricultural production, and rich natural resources. An example of its potential for efficient utilization of resources is its processing of sugarcane into ethyl alcohol for fuelling 1.5 million Brazilian cars.

## **Appearance**

➤ Three-piece suits carry an "executive" connotation, whereas two-piece suits are associated with office workers. Conservative attire for women in business is very important. Also make sure your nails are manicured.

➤ The colours of the Brazilian flag are yellow and green. Avoid wearing this combination in any fashion.

➤ Touching arms and elbows and backs is very common

➤ The OK hand signal is a rude gesture in Brazil.

➤ To express appreciation, a Brazilian may appear to pinch his earlobe between thumb and forefinger.

➤ To invoke good luck, place your thumb between your index and middle fingers while making a fist. This is also known as the "fig".

➤ Flicking the fingertips underneath the chin indicates that you do not know the answer to a question.

## **Behaviour**

➤ Make appointments at least two weeks in advance. Never try to make impromptu calls at business or government offices.

➤ Be prepared to commit long term resources (both in time and money) toward establishing strong relationships in Brazil. This is the key to business success.

➤ Some regions have a casualness about both time and work. However San Paulo is not one of those, and in Rio casual refers to the personal and social events, not business. In these two cities, business meetings tend to start on time.

➤ Never start into business discussions before your host does. Business meetings normally begin with casual “chatting” first.

➤ Midday is the normal time for the main meal. A light meal is common at night, unless entertaining formally.

➤ American coffee is a mere shadow of Brazilian coffee. Expect to be served small cups of very strong coffee.

➤ In Brazil, restaurant entertainment prevails versus at home.

➤ If entertained in the home, it is polite to send flowers to the hostess the next day, with a thank-you note.

➤ Giving a gift is not required at a first business meeting; instead buy lunch or dinner.

➤ Purple flowers are extensively used at funerals, so be cautious when giving someone purple flowers. Violets are OK to give.

➤ Toast: *Saude* or *Viva*.

➤ Tipping is typically 10 % in Brazil.

➤ If you hear the term *jeito* – it refers to the idea that nothing is set in stone, that a good attempt can break a rule.

### **Communication**

➤ Handshaking, often for a long time, is common. Shake hands for hello and goodbye; use good eye contact; when leaving a small group, be sure to shake hands with everyone present.

➤ When women meet, they exchange kisses by placing their cheeks together and kissing the air.

➤ First names are used often, but titles are important.

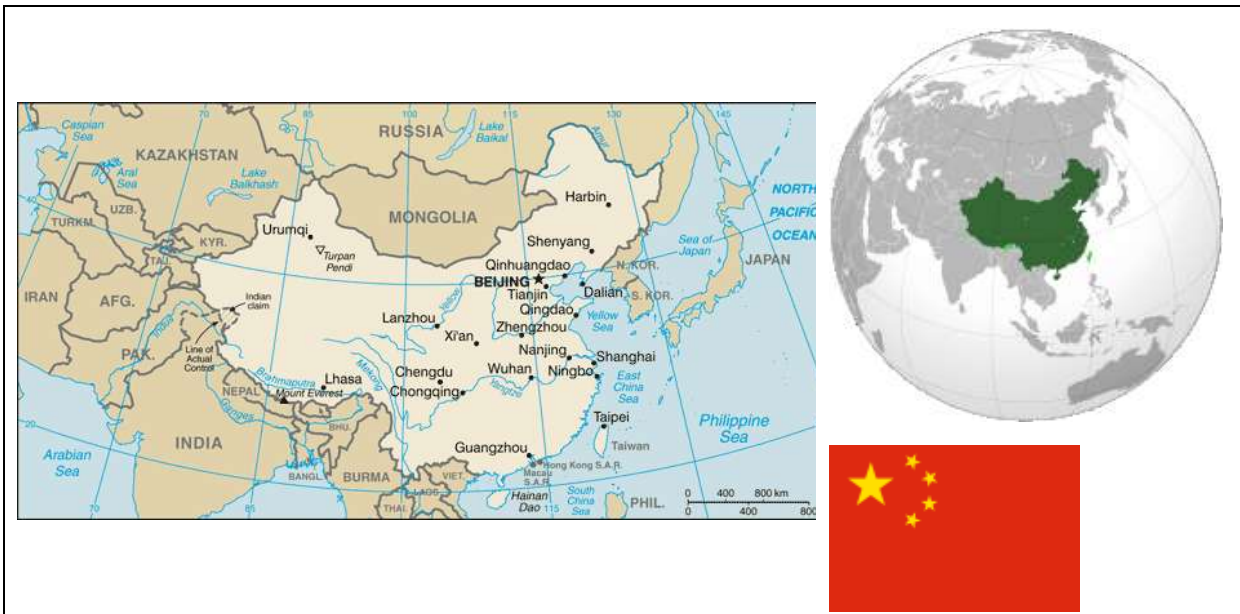
➤ Music and long, animated conversation are favorite Brazilian habits. When conversing, interruptions viewed as enthusiasm. Brazilians enjoy joking, informality, and friendships.

➤ Good conversation topics: soccer, family, and children.

➤ Bad conversation topics: Argentina, politics, poverty, religion, and the Rain Forest.

➤ Stay away from phrases such as, “Is it true that everyone in Brazil is either very rich or very poor?” It is very likely you will be talking with someone that isn’t either one.

# CHINA



Population:	total: 1, 330, 044, 544	
Age structure:	0–14 years:	20.1 %
	15–64 years:	71.9 %
	65 years and over:	8 %
Nationality:	noun: Chinese (singular and plural) adjective: Chinese	
Ethnic groups:	Han Chinese 91.5 %, Zhuang, Manchu, Hui, Miao, Uyghur, Tujia, Yi, Mongol, Tibetan, Buyi, Dong, Yao, Korean, and other nationalities 8.5 %	
Religions:	Confucianism, Daoist (Taoist), Buddhist, Christian 3–4 %, Muslim 1–2 % note: officially atheist	
Languages:	Standard Chinese or Mandarin (Putonghua, based on the Beijing dialect), Yue (Cantonese), Wu (Shanghainese), Minbei (Fuzhou), Minnan (Hokkien-Taiwanese), Xiang, Gan, Hakka dialects, minority languages	
Literacy:	definition: age 15 and over can read and write total population: 90.9 % male: 95.1 % female: 86.5 %	

## **Introduction**

China is believed to have the oldest continuous civilization. China has over 4,000 years of verifiable history. Beijing is the capital of China and is the focal point for the country. The official language is standard Chinese, which is derived from the Mandarin dialect. Most business people speak English. There are many dialects in China, however there is only one written language.

A Communist form of government rules China. The Chinese government promotes atheism although the constitution guarantees freedom of religion. The Chinese practice a variety of religions, however, Confucianism, despite not being a formal religion is practiced widely throughout the country.

China is the most densely populated county in the world. Almost 100 percent of the population are ethnic or Han Chinese. There are strict rules regarding childbirth and each couple is limited to only one child.

## **Interesting Fact**

The tradition of digging up “dragon bones” (tortoise and cattle bones) has long been a part of Chinese culture. These bones are often used to predict the future. The bones were inscribed with questions, then heated to reveal the answers. The tradition dates back as far as the Bronze Age (around 2100 BC during the Xia dynasty).

## **Appearance**

- Conservative suits for men with subtle colours are the norm.
- Women should avoid high heels and short sleeved blouses. The Chinese frown on women who display too much.
- Subtle, neutral colours should be worn by both men and women.
- Casual dress should be conservative as well.
- Men and women can wear jeans. However, jeans are not acceptable for business meetings.

Revealing clothing for women is considered offensive to Chinese businessmen.

## **Behaviour**

- Do not use large hand movements. The Chinese do not speak with their hands. Your movements may be distracting to your host.

➤ Personal contact must be avoided at all cost. It is highly inappropriate for a man to touch a woman in public.

➤ Do not point when speaking.

➤ To point do not use your index finger, use an open palm.

➤ It is considered improper to put your hand in your mouth.

➤ Avoid acts that involve the mouth.

➤ Gift giving is a very delicate issue in China.

➤ It is illegal to give gifts to government official; however, it has become more commonplace in the business world.

➤ It is more acceptable to give gifts either in private or to a group as a whole to avoid embarrassment.

➤ The most acceptable gift is a banquet.

➤ Quality writing pens are considered favoured gifts.

➤ The following gifts and/or colours are associated with death and should not be given:

- Clocks

- Straw sandals

- A stork or crane

- Handkerchiefs

- Anything white, blue or black.

➤ Always arrive on time or early if you are the guest.

➤ Do not discuss business at meals.

➤ Do not start to eat or drink prior to the host.

➤ As a cultural courtesy, you should taste all the dishes you are offered.

➤ Sample meals only, there may be several courses.

➤ Never place your chopsticks straight up in your bowl. By placing your sticks upright in your bowl you will remind your host of joss sticks which connotes death.

➤ Do not drop the chopsticks, it is considered bad luck.

➤ Do not eat all of your meal. If you eat all of your meal, the Chinese will assume you did not receive enough food and are still hungry.

➤ Women do not usually drink at meals.

➤ Tipping is considered insulting, however the practice is becoming more common.

## **Communication**

➤ Bowing or nodding is the common greeting; however, you may be offered a handshake. Wait for the Chinese to offer their hand first.

➤ Applause is common when greeting a crowd; the same is expected in return.

➤ Introductions are formal. Use formal titles.

➤ Being on time is vital in China.

➤ Appointments are a must for business.

➤ Contacts should be made prior to your trip.

➤ Bring several copies of all written documents for your meetings.

➤ The decision making process is slow. You should not expect to conclude your business swiftly.

➤ Many Chinese will want to consult with the stars or wait for a lucky day before they make a decision.

➤ Present and receive cards with both hands.

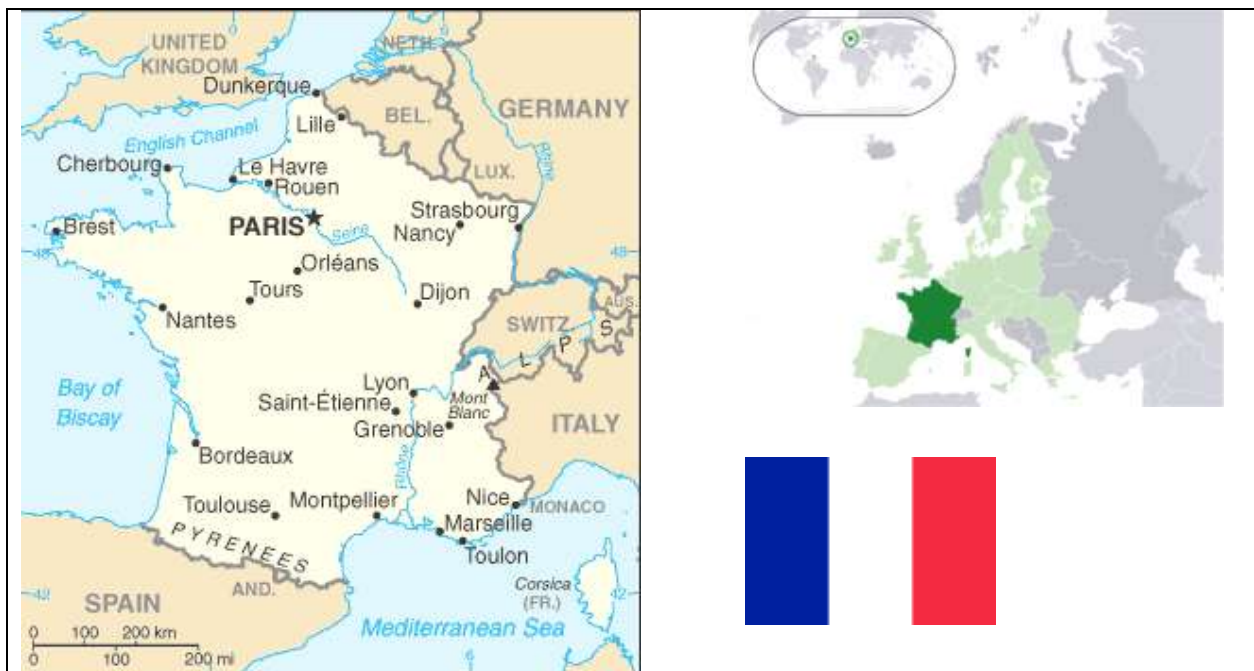
➤ Never write on a business card or put it in your wallet or pocket.

Carry a small card case.

➤ The most important member of your company or group should lead important meetings. Chinese value rank and status.

➤ Allow the Chinese to leave a meeting first.

# FRANCE



Population:	total: 64, 057, 792	
Age structure:	0–14 years:	18.6 %
	15–64 years:	65.2 %
	65 years and over:	16.3 %
Nationality:	noun: Frenchman(men), Frenchwoman(women) adjective: French	
Ethnic groups:	Celtic and Latin with Teutonic, Slavic, North African, Indochinese, Basque minorities	
Religions:	Roman Catholic 83–88 %, Protestant 2 %, Jewish 1 %, Muslim 5–10 %, unaffiliated 4 %	
Languages:	French 100 %, rapidly declining regional dialects and languages (Provençal, Breton, Alsatian, Corsican, Catalan, Basque, Flemish)	
Literacy:	definition: age 15 and over can read and write total population: 99 % male: 99 % female: 99 %	

## Introduction

France is the largest West European country in the population. France does not have an official religion, but the majority of French

citizens are Roman Catholic. France is home to approximately 4.5 million foreigners, many of whom are from other European countries or former Communist countries. Education is of great importance to the French. This is demonstrated by the fact that the educational system is almost free of charge from the primary school through the Ph.D. level, for French citizens.

### **Interesting Fact**

The French are very aware of their presence, and are extremely proud of their heritage. They boast of their long history and their important roles in world affairs, as well as being known as a world centre for culture.

### **Appearance**

- The French are very conscientious of their appearance.
- Dress conservative and invest in well-tailored clothing.
- Patterned fabrics and dark colours are most acceptable, but avoid bright colours.
- French businessmen do not loosen their ties or take off their jackets in the office.
- Women should also dress conservatively. Avoiding bright or gaudy colours is recommended.
- Women should also avoid any glitzy or overpowering objects, such as flashy jewellery.

### **Behaviour**

- Punctuality is treated very casually in France.
- France is a highly stratified society, with strong definition and competition between classes.
- The French handshake is brief, and is accompanied by a short span of eye contact.
- Always shake hands when meeting someone, as well as when leaving. French handshakes are not as firm as in the United States.
- The French have a great respect for privacy. Knock and wait before entering into a room. Additionally, do not “drop in” unannounced. Always give notice before your arrival.
- Business can be conducted during any meal, but lunch is best.

➤ Avoid drinking hard liquor before meals or smoking cigars between courses. The French believe this permeates the taste buds, compromising the taste of the meal.

➤ Gift giving is left to the foreigner's discretion.

➤ Good gifts to present include books or music, as they demonstrate interest in intellectual pursuits.

### **Communication**

➤ If you do not speak French, it is very important that you apologize for your lack of knowledge.

➤ Most individuals in business speak English.

➤ The French have a great appreciation for the art of conversation.

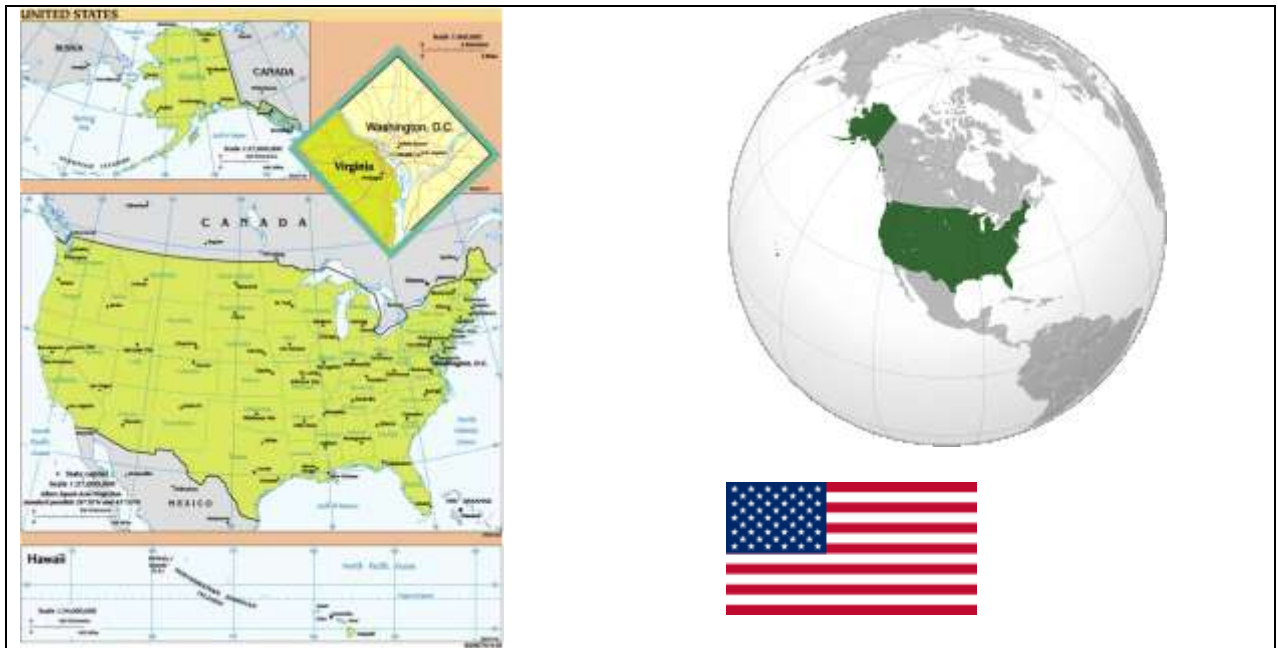
➤ The French frequently interrupt each other, as the argument is a form of entertainment.

➤ The French often complain that North Americans lecture rather than converse.

➤ Be sensitive to the volume of your voice. Americans are known to offend everyone in a restaurant, meeting, or on the street with their loud voices and braying laughter.

➤ Eye contact is frequent and intense, and can often be intimidating to North Americans.

# THE UNITED STATES OF AMERICA



Population:	total: 303, 824, 640	
Age structure:	0–14 years:	20.1 %
	15–64 years:	67.1 %
	65 years and over:	12.7 %
Nationality:	noun: American(s) adjective: American	
Ethnic groups:	white 79.96 %, black 12.85 %, Asian 4.43 %, Amerindian and Alaska native 0.97 %, native Hawaiian and other Pacific islander 0.18 %, about 15.1 % of the total US population is Hispanic	
Religions:	Protestant 51.3 %, Roman Catholic 23.9 %, Mormon 1.7 %, other Christian 1.6 %, Jewish 1.7 %, Buddhist 0.7 %, Muslim 0.6 %, other or unspecified 2.5 %, unaffiliated 12.1 %, none 4 %	
Languages:	English 82.1 %, Spanish 10.7 %, other Indo-European 3.8 %, Asian and Pacific island 2.7 %, other 0.7 % note: Hawaiian is an official language in the state of Hawaii	
Literacy:	definition: age 15 and over can read and write total population: 99 % male: 99 % female: 99 %	

## **Introduction**

The population of the United States is more than 300 million people of mixed races and heritage. Although the population is predominantly of European descent, the country has been a welcoming beacon to immigrants from virtually every country and culture in the world. English is the predominant language, although languages from many foreign countries are spoken within cultural enclaves throughout the U.S. The majority of American's (U.S.) are Christian.

The United States of America consists of 50 states governed on a federal level, as well as a state level. Laws are written at both levels, and when doing business in the United States one must make sure to meet the requirements mandated by these laws. The country is very litigious so legal resources are available and specialists can be found to assist with any transaction.

The culture and geographic location of an area will influence how business is done. Traditionally, the East Coast is more conservative and formal in their dress and manners than the West Coast. That is not to say a West Coast meeting carries any less importance. The climate and lifestyle are just more relaxed, which is reflected in the pace and informality.

## **Interesting Facts**

Many years ago business was conducted predominantly by men. A woman's role was to maintain the family and home responsibilities. Evening events and dinners were strictly for social enjoying with family and friends. Social registers were maintained so only those in the "proper" group would be included. A gentleman never carried his business cards to these events, but a social card with just his name. Times have changed. Now, business is conducted continuously (thanks to breakfast meetings, e-mail, and cellular phones); and, women are now as significant in the business world as men.

The U. S. was founded on the work ethic that good, honest, hard work is rewarded. Because of this work ethic, time is money and punctuality is highly regarded, so a cellular phone *can* save the day when automobile traffic in a major city causes unexpected delays.

## **Appearance**

➤ Business suit and tie are appropriate in all major cities. Wear dark coloured business suits in classic colours of grey and navy. For an

important formal meeting, choose a white dress shirt, for less formal a light blue shirt will still give you a conservative appearance.

➤ Women should wear a suit or dress with jacket in major cities. Wearing classic clothing and classic colours of navy, grey, ivory, and white will ensure you give a confident and conservative appearance.

➤ Rural areas and areas with extremely warm summers have more informal wardrobe requirements.

➤ Women may wear a business dress, or skirt and blouse, in rural areas.

➤ Men may conduct business without wearing a jacket and/or tie in rural areas.

➤ The formality of a meeting, even in rural areas, may dictate a sports jacket and tie for men. The same formality will require a woman to wear a dress, possibly with a jacket.

➤ Casual clothing is appropriate when not attending a work related meeting/dinner. Building a casual wardrobe using classic lines and colours (navy, grey, camel, ivory and white) will give you a look that is stylish and professional even when you are relaxing.

➤ Clothing, whether formal or casual, should be clean and neat in appearance.

➤ Men may generally wear jeans or khaki pants with a shirt for casual attire.

➤ Women may wear comfortably fitting slacks with a casual shirt. Wearing jeans or shorts, even in a casual setting, may be inappropriate for the city. It is better to err on the conservative side if you are not sure.

### **Behaviour**

➤ Business conversation *may* take place during meals. However, many times you will find more social conversation taking place during the actual meal.

➤ Business meetings may be arranged as breakfast meetings, luncheon meetings, or dinner meetings depending on time schedules and necessity. Generally a dinner, even though for business purposes, is treated as a social meal and a time to build rapport.

➤ Gift giving is discouraged or limited by many US companies. A gracious written note is always appropriate and acceptable.

➤ If you do give a gift, it should not appear to be a bribe.

➤ An invitation for a meal or a modest gift is usually acceptable.

➤ If you are someplace with a line or queue, go to the end and wait your turn.

➤ Do not use or chew on a toothpick in public.

➤ Many public places and private homes do not allow smoking. In some areas laws have been passed to prevent smoking in public places.

### **Communication**

➤ Offer a firm handshake, lasting 3-5 seconds, upon greeting and leaving. Maintain good eye contact during your handshake. If you are meeting several people at once, maintain eye contact with the person you are shaking hands with, until you are moving on to the next person.

➤ Good eye contact during business and social conversations shows interest, sincerity and confidence.

➤ Good friends may briefly embrace, although the larger the city, usually the more formal the behaviour.

➤ Introductions include one's title if appropriate, or Mr., Ms., Mrs. and the full name.

➤ Business cards are generally exchanged during introductions. However, they may be exchanged when one party is leaving.

➤ A smile is a sign of friendliness, and in rural areas you may be greeted with a "hello" rather than a handshake.

➤ Ask permission to smoke before lighting a cigarette or cigar. Due to health concerns, you may or may not be given permission.

## **TASKS ON BRAZIL, CHINA, FRANCE AND THE USA**

**Task 1.** Answer the questions:

Which of the countries ... .

1. is extremely proud of its heritage?
2. has almost all its population concentrated in two cities?
3. is the most densely populated country in the world?
4. has always been very attractive for immigrants?

**Task 2.** Say what you would do if you were... .

1. If you were a French which facts of the French history could you boast of?

2. If you were an American, how would you formulate the main principles of your work ethic?

3. If you were a Chinese, how would you accept the rule limiting the childbirth?

4. If you were a Brazilian, how would you explain the fact that nearly 50 percent of the population in your country is under twenty years of age?

**Task 3. Categorize the following statements concerning appearance according to the countries:**

USA	France	Brazil	China

1. Touching arms and elbows and backs are very common.
2. Revealing clothing for women is considered offensive.
3. The O.K. hand signal is considered a rude gesture.
4. Businessmen do not loosen their ties or take off their jackets in the office.
5. Men may conduct business without wearing a jacket and tie.
6. People may pinch their earlobe between thumb and forefinger to express appreciation.
7. Women avoid any glitzy objects.
8. Women avoid high heels and short sleeved blouses.

**Task 4. A businessman who conducted business in various countries was not very well prepared for intercultural communication and made some mistakes in behaviour. Find and correct them.**

*In China:*

1. When visiting his partner's home he kissed the hostess's hand.
2. And offered her drinks at meals.
3. He avoided discussing business at meals.
4. He presented the host with a high quality pen and his wife – with a blue scarf.

5. He had never used chopsticks before and dropped them several times.

6. He tasted all the dishes he was offered because he liked the Chinese cuisine.

*In France:*

1. He was very casual about the time of appointment.

2. He gave a firm handshake to the host and kissed the hostess's hand.

3. He presented the host with a book of views of his country and the hostess – with a CD of folk music.

4. At dinner they decided to set up a joint venture.

5. When leaving he embraced the host and kissed the hostess's cheek.

6. He was so pleased with the reception that the next day he arrived to thank them again for the enjoyable evening without giving a notice.

*In Brazil:*

1. He tried to make an appointment with his perspective business partner three days before his arrival in the country.

2. On midday they met at a restaurant and he ordered a light meal.

3. First they had a casual chat about weather and sport, then they started into business.

4. At dinner he presented his Brazilian partner with a heavy hand-made vase.

5. Besides, he paid for the meal though didn't leave a tip.

*In the USA:*

1. He invited his partner for lunch at a restaurant.

2. He offered him a light handshake and invited him to the table.

3. At the table he lit a cigarette and immediately started into discussing business.

4. When he realized that his American partner was hesitating to come to an agreement he tried to give him an expensive watch as a gift.

5. As the meat appeared too tough he had to use a toothpick before the dessert.

6. When leaving the partners exchanged business cards.

**Task 5. Guess in which of the countries these dialogues are most likely to be heard.**

1.

A.: Before starting I would like to apologize to you for not being diligent at school and not having learnt your language properly.

B.: Never mind. English will be O.K.

2.

A.: Good morning! My name is Michael Porter. I'm the CEO of Trelgo company. We have had a preliminary agreement for an appointment this week. What about Tuesday?

B.: I'm afraid it won't be a lucky day for our meeting. Let's make it Thursday if you don't mind. And don't forget to bring the necessary papers.

3.

A.: What do you think about that jump of inflation in Argentina last week?

B.: I'd rather not touch this subject. We'd better discuss yesterday's soccer match.

4.

A.: Let me introduce Dr. McLeigh to you. He is one of the best experts in cybercrimes.

B.: Hi, Doc! What about exchanging our business cards?

**Task 6. Roleplay the meeting with a partner in**

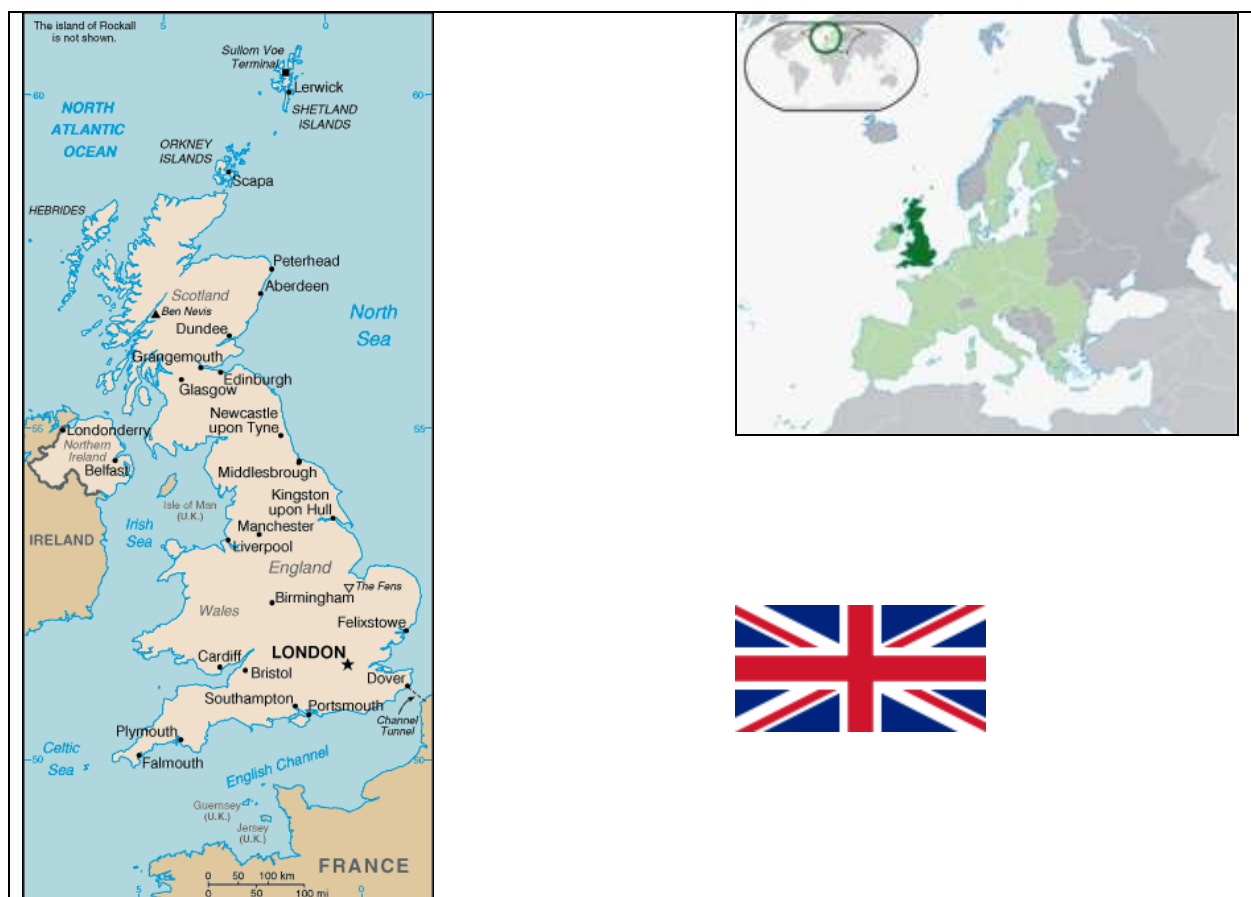
*Brazil;*

*China;*

*the USA;*

*France.*

# THE UNITED KINGDOM



Population:	total: 60, 943, 912	
Age structure:	0–14 years:	16.9 %
	15-64 years:	67.1 %
	65 years and over:	16 %
Nationality:	noun: Briton(s), British (collective plural) adjective: British	
Ethnic groups:	white (of which English 77.7 %, Scottish 8.6 %, Welsh 4.9 %, Northern Irish 2.9 %) 92.1 %, black 2 %, Indian 1.8 %, Pakistani 1.3 %, mixed 1.2 %, other 1.6 %	
Religions:	Christian (Anglican, Roman Catholic, Presbyterian, Methodist) 71.6 %, Muslim 2.7 %, Hindu 1 %, other 1.6 %, unspecified or none 23.1 %	
Languages:	English, Welsh (about 26 % of the population of Wales), Scottish form of Gaelic (about 60,000 in Scotland)	
Literacy:	definition: age 15 and over has completed five or more years of schooling total population: 99 %	

## **Introduction**

England is one of four distinct regions of the United Kingdom, which also includes Wales, Scotland, and Northern Ireland. England's population is approximately 47 million. The United Kingdom does not have a constitutionally defined official language. English is the main language (being spoken monolingually by more than 90 % of the UK population) and is thus the de facto official language. Main foreign languages are French, German, and Spanish.

It is important to note that the Scots, Welsh, and Irish are not English, and are often offended when referred to as such. Additionally, citizens of the U.K. do not consider themselves European. Unfortunately, they are usually grouped as such, due in part to their membership in the European Union.

The English are very proud of their heritage and history. Along with their contributions to the world of today, several famous writers came from England. Some of the most famous are Shakespeare, T.S. Eliot, and Chaucer. This century, England has seen many influential daughters and sons. The Beatles, Winston Churchill, and Queen Elizabeth II have all played a tremendous role in England's presence in the modern world.

## **Interesting Facts**

Gambling is very popular in Britain. The British buy more lottery tickets than any other people in the world. It has been estimated that 75 % of adults in Britain play the lottery at least once a week.

Long-term orientation is the lowest, indicating that change in England can be achieved more rapidly than in many other countries.

## **Appearance**

➤ Business attire rules are somewhat relaxed in England, but conservative dress is still very important for both men and women.

➤ Dark suits, usually black, blue, or grey, are quite acceptable.

➤ Men's shirts should not have pockets; if they do, the pockets should always be kept empty. Additionally, men should wear solid or patterned ties, while avoiding striped ties.

➤ Men wear laced shoes, not loafers.

➤ Businesswomen are not as limited to colours and styles as men are, though it is still important to maintain a conservative image.

## **Behaviour**

- Always be punctual in England. Arriving a few minutes early for safety is acceptable.
- Decision-making is slower in England than in the United States; therefore it is unwise to rush the English into making a decision.
- A simple handshake is the standard greeting (for both men and women) for business occasions and for visiting a home.
- Privacy is very important to the English. Therefore asking personal questions or intensely staring at another person should be avoided.
- Eye contact is seldom kept during British conversations.
- To signal that something is to be kept confidential or secret, tap your nose.
- Personal space is important in England, and one should maintain a wide physical space when conversing. Furthermore, it is considered inappropriate to touch others in public.
- Gifts are generally not part of doing business in England.
- A business lunch will often be conducted in a pub and will consist of a light meal and perhaps a pint of ale.
- When socializing after work hours, do not bring up the subject of work.
- When dining out, it is not considered polite to toast those who are older than yourself.

## **Communication**

- “America and Britain are two nations divided by a common language” *George Bernard* was once quoted as saying “In England, English is the official language, but it should be noted that Queen’s English and American English are very different”.
- Often ordinary vocabulary can differ between the two countries.
- Loud talking and disruptive behaviour should be avoided.
- One gesture to avoid is the V for Victory sign, done with the palm facing yourself. This is a very offensive gesture.
- If a man has been knighted, he is addressed as “Sir and his first name” example: Sir John. If writing a letter, the envelope is addressed “Sir First name and Last name” example: Sir John Roberts.

## THE UNITED ARAB EMIRATES



Population:	total: 4, 621, 399	
Age structure:	0–14 years:	20.5 %
	15–64 years:	78.6 %
	65 years and over:	0.9 %
	note: 73.9 % of the population in the 15–64 age group is non-national	
Nationality:	noun: Emirati(s) adjective: Emirati	
Ethnic groups:	Emirati 19 %, other Arab and Iranian 23 %, South Asian 50 %, other expatriates (includes Westerners and East Asians) 8 % note: less than 20 % are UAE citizens	
Religions:	Muslim 96 %, other (includes Christian, Hindu) 4 %	
Languages:	Arabic (official), Persian, English, Hindi, Urdu	
Literacy:	definition: age 15 and over can read and write total population: 77.9 %	

### Introduction

The United Arab Emirates are considered one of the Gulf countries. The Gulf countries include Bahrain, Kuwait, Sultanate of Oman, Qatar, and the United Arab Emirates (UAE). They are located on the Arabian Gulf – it is important NOT to refer to it as the Persian Gulf.

An estimated 73.9 percent of the population is comprised of non-citizens, one of the world's highest percentages of foreign-born in any nation. In addition, since the mid-1980s, people from all across South Asia have settled in the UAE. The high living standards and economic

opportunities in the UAE are better than almost anywhere else in the Middle East and South Asia. This makes the nation an attractive destination for Indians, Filipinos, Pakistanis, and Bangladeshis along with a few thousand Sri Lankans.

In the United Arab Emirates like in other Arab countries their Muslim faith plays a significant role in the people's lives. It is expected and accepted that leaders separate themselves from the group and issue complete and specific directives.

These societies are more likely to follow a caste system that does not allow significant upward mobility of its citizens. They are also highly rule-oriented with laws, rules, regulations, and controls.

It creates a situation where leaders have virtually ultimate power and authority, and the rules, laws and regulations developed by those in power reinforce their own leadership and control.

The level of inequality of power and wealth within the society is high. The population has an expectation and acceptance that leaders will separate themselves from the group and this condition is not necessarily subverted upon the population, but rather accepted by the society as their cultural heritage.

The ultimate goal of the population is to control everything in order to eliminate or avoid the unexpected. Therefore strict rules, laws, policies, and regulations are adopted and implemented. As a result, the society does not readily accept change and is very risk adverse.

Women in the Arab World are limited in their rights, though it may be due more to Muslim religion rather than a cultural paradigm.

A close long-term commitment to the member 'group', that being a family, extended family, or extended relationships is strong. Loyalty in a collectivist culture is paramount, and over-rides most other societal rules.

### **Interesting Facts**

When holding business meetings in the United Arab Emirates, some foreign businesspeople suggest holding the meeting in the lobby of an international hotel rather than in an office. The advantage of this is that there will be fewer people wandering in and out of the meeting. Also, your counterpart's willingness to come to you demonstrates a true interest. You will also have access to refreshments that may be more to your taste.

## **Appearance**

➤ Visitors are expected to abide by local standards of modesty however, do not adopt native clothing. Traditional clothes on foreigners may be offensive.

➤ Despite the heat, most of the body must always remain covered.

➤ A jacket and tie are usually required for men at business meetings. Men should wear long pants and a shirt, preferably long-sleeved, buttoned up to the collar. Men should also avoid wearing visible jewellery, particularly around the neck.

➤ Women should always wear modest clothing in public. Sleeves at least to the elbows are expected. Hemlines, if not ankle-length should at least be well below the knee. A look of baggy concealment should be the goal, pants or pant suits are not recommended. It is a good idea to keep a scarf handy, especially if entering a Mosque.

## **Behaviour**

➤ Avoid admiring an item to an excess, your host may feel obligated to give it to you. When offered a gift, it is impolite to refuse.

➤ Often shoes are removed before entering a building. Follow the lead of your host.

➤ Alcohol and pork are not consumed by those that observe the Muslim religion.

➤ There are several styles of greetings in use, it is best to wait for your counterpart to initiate the greeting. Men shake hands with other men. Some men will shake hands women; however it is advisable for a businesswoman to wait for a man to offer his hand. A more traditional greeting between men involves grasping each other's right hand, placing the left hand on the other's right shoulder and exchanging kisses on each cheek.

➤ The left hand is considered unclean and reserved for hygiene. Gesture and eat with the right hand. Do not point at another person.

➤ Man walking hand in hand is a sign of a friendship.

➤ In the Muslim world, Friday is the day of rest.

➤ Do not cross your legs when sitting, showing the bottom of your shoe or foot is offensive.

➤ The "thumbs up" gesture can also be considered offensive by some.

➤ Gifts are not necessary, but appreciated. If you do give a gift, it will be open in private.

➤ Gifts to avoid giving include:

- alcohol;
- perfumes containing alcohol;
- pork;
- pigskin products;
- personal items such as underwear;
- knives;
- toy dogs or gifts that picture dogs;
- images of nude or partially clad women (even in paintings or sculptures with artistic merit).

### **Communication**

➤ Do not discuss the subject of women, not even to inquire about the health of a wife or daughter. The topic of Israel should also be avoided. Sports is an appropriate topic.

➤ Names are often confusing. It's best to get the names (in English) of those you will meet, speak to, or correspond with. Learn both their full names and how they are to be addressed in person before you meet.

➤ Communication is slow, do not feel obligated to speak during periods of silence. "Yes" usually means "possibly".

➤ Meetings are commonly interrupted by phone calls and visits from friends and family.

➤ The person at a meeting who asks the most questions is likely to be the least important. The decision maker is likely a silent observer.

➤ A customary greeting is *salaam alaykum*. Shaking hands and saying *kaif halak* follows.

# AUSTRALIA



Population:	total: 21, 007, 310	
Age structure:	0–14 years:	18.8 %
	15–64 years:	67.9 %
	65 years and over:	13.3 %
	note: 73.9 % of the population in the 15–64 age group is non-national	
Nationality:	noun: Australian(s) adjective: Australian	
Ethnic groups:	white 92 %, Asian 7 %, aboriginal and other 1 %	
Religions:	Catholic 26.4 %, Anglican 20.5 %, other Christian 20.5 %, Buddhist 1.9 %, Muslim 1.5 %, other 1.2 %, unspecified 12.7 %, none 15.3 %	
Languages:	English 79.1 %, Chinese 2.1 %, Italian 1.9 %, other 11.1 %, unspecified 5.8 %	
Literacy:	definition: age 15 and over can read and write total population: 99 %	

## Introduction

Australia's Human Development Index (HDI) is the third best in the world, behind only Norway and Ireland.

Australia has a population of more than 20 million people. Most of the Australians are descended from colonial-era settlers and post-Federation immigrants from Europe. Today, 99 % of the population is of European or Asian descent.

Since the end of World War II, Australia's population has more than doubled. In recent years, refugees from Africa, the Middle East, and Southwest Asia have comprised the largest element in Australia's refugee program. Although Australia has scarcely more than three people per square kilometre, it is one of the world's most urbanized countries. Less than 2.5 % of the population lives in remote or very remote areas. The great majority of the population is located in a few major urban centres.

Following the abolition of the White Australia policy in 1973, numerous government initiatives have been established to encourage and promote racial harmony based on a policy of multiculturalism.

Migrants have brought with them language skills and other capabilities that are valuable in today's global economy and workforce. Although English is the official language in Australia, more than 3 million Australians speak a language other than English at home. As a result, Australia offers the familiarity of a Western business culture with a workforce capable of operating in many different business environments.

A considerable proportion of first- and second-generation migrants are bilingual.

Much of Australia's culture is derived from European roots, but distinctive Australian features have evolved from the environment, aboriginal culture, and the influence of Australia's neighbours.

The Aborigines are indigenous to Australia and make up 1 % of the population. They are thought to have canoed to Australia from Southeast Asia some 30,000 to 50,000 years ago.

Long-term Australian concerns include pollution, particularly depletion of the ozone layer, and management and conservation of coastal areas, especially the Great Barrier Reef.

The Australians feature a high level of individuality. This is reinforced in their daily lives and must be considered when travelling and doing business in the country. Privacy is considered the norm and attempts at personal ingratiation may meet with rebuff.

## **Interesting Facts**

Australia is a very friendly and open culture. However, “G’day” the informal “hello” is overused by tourists. The Australians expect one’s work to speak for itself, so they are not impressed with your position, title, or status. Don’t arrive in town wearing the latest status symbol to announce how important you think you are.

## **Religion in Australia**

In various regions of Oceania, people believe in the power of supernatural beings, spirits, the dead and ancestors. The first Europeans introduced their own religious beliefs which were based on Christianity which was enthusiastically taken up in many areas and is still central in people’s lives.

Australia has no state religion. The predominant religion in Australia is Christian with over 50 % of the population practicing some form of Christianity, other than Catholicism.

## **Appearance**

- Men wear a conservative dark business suit and tie.
- Women may wear a dress, or skirt and blouse, for business.
- Informal clothing is appropriate when not attending business functions. Casual pants are fine for both men and women.
- Men should not become physically demonstrative with another man, or wink at a woman.

## **Behaviour**

- Being punctual is critical.
- Maintain good eye contact during meetings and conversations.
- A single, male passenger using a taxi should sit in the front seat.
- Gift giving is not a common practice in business.
- You may bring a small gift of chocolate, wine or flowers if invited to someone’s home.
- When paying for a round of drinks, do not pick up the tab out of turn, and make sure to pay when it is your turn.
- Should you approach a line / queue, go to the end/back and wait your turn.
- Do not litter.

## **Communication**

- English is the spoken language.
- Shake hands when meeting and when leaving.
- Although uncommon, some women may greet each other with a kiss on the cheek.
  - Exchanging business cards is common among professional workers.
  - Australians are friendly and open, but directness and brevity are valued.
  - Opinions are respected, and opinionated discussions are entertaining.
  - Be an active listener, and ask if you do not understand something in the conversation.
    - Do not hype yourself, your company or your information.
    - Sightseeing and sports are good conversational topics.
    - Afternoon tea is about 4:00 p.m.
    - Tea is between 6:00–8:00 p.m. and is an evening meal.
    - Supper is a late night light meal or snack.

## SPAIN



Population:	total: 40, 491, 052	
Age structure:	0–14 years:	14.4 %
	15–64 years:	67.6 %
	65 years and over:	17.9 %
Nationality:	noun: Spaniard(s) adjective: Spanish	
Ethnic groups:	composite of Mediterranean and Nordic types	
Religions:	Roman Catholic 94 %, other 6 %	
Languages:	Castilian Spanish (official) 74 %, Catalan 17 %, Galician 7 %, Basque 2 %, are official regionally	
Literacy:	definition: age 15 and over can read and write total population: 97.9 %	

### Introduction

Not all Spaniards are native speakers of (Castilian) “Spanish”. There are in fact four official languages in Spain (Castilian, Catalan, Basque and Galician), three unofficial regional languages (Asturian, Aragonese and Aranese), and several more dialects of these (Andalucian, Valencian). Almost all Spaniards can speak Castilian Spanish though.

Spain has become one of the most legally liberal and progressive countries in Europe in recent years. Same-sex marriage has been legal in Spain since 2005.

Personal consumption and home cultivation of cannabis are legal in Spain.

Spain was one of the first European countries to ban smoking in all workplaces, and bars and restaurants (from 2006), following the lead of Ireland and Norway two years earlier.

The majority of citizens are raised Roman Catholic, and family values are extremely important in Spain. The Spanish lifestyle is more relaxed than many other nations. For example, many businesses are closed between 1:30 p.m. and 4:30 p.m. for a siesta, allowing families to get together for a meal.

Spaniards have special feelings and concerns regarding rules, regulations, and career security. In late 1990s Spain was behind on women's rights when compared to many other European countries. Men held the majority of positions within companies. A woman lawyer was a very rare occurrence, and it was very unusual for a woman at any level in a company to be making a career for herself. Over the past 10 years a significant shift has occurred in Spain: The ICAM (Madrid Lawyers Association), which has 50,000 members in Spain, published on their official web page an article that the majority of lawyers affiliated with the association who are 40 years and younger are women.

### **Interesting Fact**

When attending a business dinner, be prepared to stay up late. Most restaurants do not open until after nine o'clock, and often do not get active until around eleven!

### **Appearance**

➤ The Spanish dress more formal than many other Europeans. In Spain, it is important to project good taste in apparel.

➤ Business attire includes well-made, conservative suits and ties. Avoid flashy colours, as it is not popular to stand out.

➤ Shorts are not usually worn in public.

➤ If you pull down on your eyelid in Spain, you are insinuating to "be alert" or that "I am alert".

➤ In Spain, crossing your fingers has several good meanings, usually things such as "protection" or "good luck". This is a nice gesture to be friendly.

## **Behaviour**

- The family is the most important thing to people in Spain.
- Time is very relaxed. It is wise for foreigners to be punctual, but Spaniards do not put a great emphasis on time themselves. The Spaniards often consider deadlines an objective that will be met if possible, but do not become overly concerned if the deadline is not achieved.
  - Although many Spanish businesspeople speak English, it is a good idea for foreigners to have all of your materials printed in Spanish.
  - Business cards should be two-sided, one side having English and the other side containing Spanish. When presenting your business card, place the card with the Spanish side facing your Spanish colleague.
  - Business in Spain is often obtained as a result of personal relationships. While the relationship building process takes time, it is imperative to gain such relationships if you are to be effective in Spain. Also, you must be very selective when choosing your Spanish representative, as it is extremely difficult to change to another person.
  - Be prepared for chaotic business negotiations. Often numerous people will be speaking simultaneously.
  - Dining is usually associated with establishing business relationships in Spain, so be prepared for your business associate(s) to join you at any or all of your daily meals.
  - Dinner is usually served after 9:00p.m, so you may want to take full advantage of the siesta and get in a nap.

## **Communications**

- Men who are close friends will often exchange a hug.
- Women who are close friends usually meet and part with a small hug and a kiss on each cheek.
  - Negotiations are usually an extremely long and arduous task, so do not be in a rush to close a deal in Spain.
  - A large portion of your communication will take place over lunches and dinners. They are an extremely important part of business life in Spain.
  - During business negotiations, rules and systems are only used as a last resort to solving a problem.
  - During business meetings, doors are usually kept shut.
  - Business colleagues often dine together, but different ranks within a company do not mix.

## TASKS ON THE UNITED KINGDOM, THE UNITED ARAB EMIRATES, AUSTRALIA AND SPAIN

**Task 1. Make a list of 5 most important things associated with:**

- Spain and Spaniards;
- Britain and Englishmen;
- Australia and Australians;
- the United Arab Emirates and Arabs.

Which of your stereotypes about these countries if you had any before reading the information above proved true?

**Task 2. In which country ....**

1. do minimum people populate the largest territory?
2. can you offend a man having referred to him as an Englishman?
3. are people extremely proud of their history and cultural heritage but change can be achieved more rapidly than in many other countries?
4. do not people readily accept change?
5. is gambling very popular?
6. has quite a progress in terms of women's rights been made?
7. are women limited in their rights?
8. does the monarch live in other country?
9. are four official languages spoken?
10. do not people think of themselves as of Europeans though they live in Europe?
11. are cultures family-centered?
12. do most individualists, apart from the USA, live?

**Task 3. Which society (in the United Arab Emirates, Great Britain, Spain or Australia) matches the descriptions below best?**

1) The society is stable and family-centred. There is cooperative interaction across power levels. People are friendly and open but are great individualists. Privacy is considered the norm. Do not try to get their approval or to impress them with your position, title, or status as you might get an unkind or unfriendly answer.

2) It features masculinity, high individualism and large number of looser relationships. Individual rights are dominant within the society. The power distance and uncertainty avoidance are not very high.

3) People are law-obedient. Women are very important in the society though they are still behind men in business equality. The lifestyle is relaxed. Family values are extremely important.

4) There is a high level of inequality of power and wealth within the society. Leaders have virtually ultimate power and authority. Leaders separate themselves from the group and issue complete and specific directives. The society follows a caste system that does not allow significant upward mobility of its citizens. They are highly rule-oriented with laws, regulations, and controls. Loyalty is paramount, and over-rides most other societal rules. It is a collectivist society where people are devoted to the member “group” (a family, extended relationships). People are required to promote peace and love in their actions.

**Task 4. Explain the way you understand these words of G. B. Shaw: “America and Britain are two nations divided by a common language”. What makes you think so?**

**Task 5. Write a portrait of a typical/average Englishman, Australian, Spaniard, and Arab. Then comment on their similar features and cultural differences.**

**Task 6. What souvenirs would you buy for a man and a woman from the above countries?**

**Task 7. Write a list of DOs and DON'Ts for a friend of yours who is going as a tourist to:**

- Australia;
- the United Arab Emirates.

**Task 8. A businessman who ran business in various countries was not very well prepared for intercultural communication and made some mistakes in his behaviour. Find and correct them.**

*In the United Arab Emirates:*

1. He learnt his prospective partners' names in advance.
2. At the airport he saw an old friend of his. He grasped Said's right hand, put his left hand on Said's right shoulder and they exchanged kisses.

3. He asked his Arab counterparts to arrange a business meeting on Friday.

4. He suggested holding the business meetings in the lobby of his hotel.

5. For a business meeting, he put on a business suit, and a tie. His long-sleeved shirt was buttoned up to the collar. His gold chain was not seen.

6. He sat in an arm-chair and crossed his legs.

7. He thought the CEO was the person who was asking a lot of questions.

8. He put on traditional Arab clothes when he was going to see the city sights.

9. He said the Emirates are located on the Persian Gulf.

10. He put off his shoes before entering his host's home.

11. He bought a nice picture of horses for his host.

12. He inquired about the health of the host's wife and gave a bottle of French perfumes as a gift for her.

13. They discussed horses and horse races to be held soon.

14. He admired an old silver vase but refused to take it when the host presented it to him.

15. He ate with his right arm only.

16. He felt uneasy during each pauses in the conversation.

17. He tried to discuss conflicts with Israel.

### *In Spain:*

1. His friend Miguel met him at the airport and they exchanged hugs.

2. He asked his friend Miguel to recommend somebody to be his Spanish representative in Barcelona.

3. He could not find his key so he was 5 minutes late for the business meeting.

4. He left the office door open.

5. He exchanged business cards with his new Spanish acquaintances presenting his business card with the Spanish side facing them.

6. He brought pricelists and a draft contract all printed in Spanish.

7. He expected to close a deal in two days.

8. At lunch they continued discussing details of the contract.

9. At lunch he said he didn't believe in God.

10. He said he had got divorced twice and was not going to marry again.

11. He refused to have a business dinner at 11 p.m. as he is an early bird and starts yawning at 9 p.m.

12. As it was very hot in Madrid on the daytime he put on shorts and went out shopping.

*In Great Britain:*

1. He wrote a formal letter to his British colleague addressing him as Sir John Roberts.

2. He arrived at the office 5 minutes earlier.

3. When he entered the room, he exchanged handshakes with all men and women present.

4. He was wearing a navy blue suit, a white shirt, a patterned tie, and laced shoes.

5. There was a mobile telephone in his shirt pocket.

6. He brought small gifts for everyone who was present at the negotiations.

7. During negotiations he tried to look directly into the counterpart's eyes.

8. He was hungry and expected a big meal at a restaurant.

9. He spoke in a quiet voice.

10. He decided to initiate closer contacts so he asked a lot of personal questions.

11. When speaking to his business associates, he tried to sit closer to them and sometimes touched their hands.

12. Later he was invited to a small informal party. They had a casual chat about sport and theatre performances. He did not attempt to discuss the business deal there.

13. He asked his colleagues to inform him about their decision on the deal next day.

*In Australia:*

1. He came at 13:00 as it had been arranged.

2. He wore a charcoal business suit and tie.

3. He shook hands with everyone when meeting and when leaving. He exchanged business cards with his new business associates.

4. He brought flowers and perfumes for women and several bottles of French wine for men.
5. He appraised his company a lot.
6. During negotiations he tried to look directly into his counterpart's eyes.
7. He did not understand his partner's idea and asked some questions.
8. He did not like the terms of transportation and he said about it directly.
9. At business lunch they discussed sightseeing and sports, then got back to business
10. He told a joke and winked at a woman who was sitting opposite him.
11. He invited his partner for supper at a restaurant.
12. He waited for his turn to pay for all drinks when they went to a small restaurant the following day.
13. When invited to his partner's home, he brought flowers, chocolates and a bottle of French wine.
14. He spoke about his family and showed photos of his children.
15. He shared the Australians' concern about depletion of the ozone layer and conservation of the Great Barrier Reef.

**Task 9. You are going to have your first business negotiations with businessmen from Spain. You want to get ready for them and try to foresee everything in detail. Write a plan and act out your version of these negotiations.**

## TASKS TO VIDEO PODCASTS

**Video 1. 10 Interesting Facts About Different Cultures Around the World** <https://www.youtube.com/watch?v=Df5cVuJJtbs>

### *Word list:*

noodle	локшина
slurp	чавкати
ramen	рамен, локшина швидкого приготування
ward off evil spirits	відганяти злих духів
deceased	покійний
sacred	священний
feast	застілля
smoked salmon	копчений лосось
mulled wine	глінтвейн
almond	мигдаль
seeds	насіння
fertility	плодючість
abundance	достаток
let loose	розслаблятися
Lent	Великий піст
envelope	конверт
auspicious number	сприятливе, щасливе число

### **Task 1. Watch the video and match the facts with countries:**

1.	Japan	a.	head touching taboo
2.	Mongolia	b.	hands gestures
3.	Mexico	c.	Ubuntu philosophy
4.	Thailand	d.	Wedding shower
5.	Sweden	e.	carnival
6.	India	f.	the Day of the dead
7.	Egypt	g.	presenting Red Envelopes
8.	South Africa	h.	noodle slurping
9.	Brazil	i.	Christmas Eve feast
10.	China	j.	tongue-greeting

## Task 2. Find answers to the *questions 1–10*:

1.	What is considered to enhance the aroma of the dish and to be a sign of appreciation?
2.	What is considered to ward off evil spirits and show respect and trust?
3.	What honours the memory of those who passed on?
4.	Why is head touching taboo in Thailand?
5.	When is mulled wine served?
6.	What is often used instead of words for communication?
7.	What does wedding shower symbolize?
8.	What emphasizes interconnectedness and interdependence of all people?
9.	What is the way of letting loose and enjoying life?
10.	What are auspicious numbers associated with?

### *Answers:*

a.	During Christmas Eve Feast.
b.	Fertility and abundance.
c.	It is believed the most sacred part of the body.
d.	The Day of the dead.
e.	Hand Gestures.
f.	Good fortune.
g.	Noodle slurping.
h.	Ubuntu philosophy.
i.	Tongue-greeting.
j.	Taking part in the carnival.

## Video 2. Scandinavia

<https://www.youtube.com/watch?v=W9lsgE-sg5Q>

### Task 1. Fill in the gaps with the appropriate words:

a.	canals
b.	cuisine
c.	quality
d.	fjords
e.	opportunities
f.	sauna

1. Norway is famous for its breathtaking landscapes and ... .
2. ... is a big part of Scandinavian culture.
3. Scandinavian ... is focused on local fresh ingredients.
4. Copenhagen is known for its picturesque ... .
5. Though living is expensive the ... of life is very high.
6. Scandinavian system of education offers a lot of ... for professional development.

**Task 2. Choose the best answer to the following questions:**

1. What countries does Scandinavia include?
  - a) Norway, Denmark, Sweden
  - b) Norway, Finland, Sweden, Denmark
  
2. What is the most known feature of Scandinavian countries?
  - a) outdoors activities
  - b) high standard of living
  
3. What allows the Scandinavians to prioritize family?
  - a) abundance of public parks
  - b) work shorter hours
  
4. What is mostly sold at Christmas markets?
  - a) hand-made crafts and traditional food and drinks
  - b) hand-made crafts and cosmopolitan food and drinks

**3. What do you think makes the Scandinavians the happiest nations in the world?**

**Video 3. Miscommunication.**

[https://www.youtube.com/watch?v=\\_CG2LIX9BKY](https://www.youtube.com/watch?v=_CG2LIX9BKY)

**Task 1. What can potential causes of miscommunication be?**

- a. language
- b. culture
- c. clothes
- d. environment
- e. emotion

**Task 2. Match causes of miscommunication with how they can be displayed:**

1.	Environment	a.	Finishing your full plate of food is a sign of respect.
2.	Emotion	b.	It can be hard to hear what other people are saying.
3.	Culture	c.	It is better to give people some time and space until they feel better.

**Task 3. What strategy is not used to fix miscommunication?**

- a. acting slow
- b. acting fast
- c. apology
- d. negotiation

**Task 4. Choose the best answer:**

- 1) If you don't understand something, you should ask people for more information
  - a. Fast
  - b. Slow
- 2) If you disagree with someone and you are both feeling emotional, you should act
  - a. Fast
  - b. Slow
- 3) The key to a good apology is
  - a. Being sincere
  - b. Being reserved
- 4) Why does Kate assume that Raza doesn't like her report?
  - a. Raza avoided eye-contact.
  - b. Raza looks angrily.
- 5) Why did Raza avoid Kate?
  - a. She had a bad day.
  - b. She didn't like the report.
- 6) What did Raza do to fix miscommunication?
  - a. She promised to rethink her behaviour.
  - b. She sincerely apologized.

## Video 4. Cultural differences around the world.

<https://www.youtube.com/watch?v=WbT9ZF47LTM>

**Task. Match the countries with their traditions:**

1.	India	a.	tango
2.	Japan	b.	Moon festival
3.	Argentina	c.	carnival
4.	Ethiopia	d.	siesta
5.	Spain	e.	sauna
6.	New Zealand	f.	playing chess
7.	Russia	g.	eating from the same plate
8.	Brazil	h.	wearing unique clothes
9.	Mexica	i.	Day of the Dead
10.	China	j.	bowing heads
11.	Bali	k.	sharing meal with friends and relatives
12.	Finland	l.	fire dance
13.	Italy	m.	eating with hands, joga
14.	Peru	n.	hammam
15.	Turkey	o.	Haka

## TEST SAMPLE (UNITS 1–4)

### Task 1. Choose the best answer:

1.	Because interpersonal communication is between two or a few people, it offers the greatest opportunity for ... .			
	a) gossip	b) feedback	c) entertainment	d) having rows
2.	In public communication the speaker sends ... to an audience.			
	a) a kiss	b) a parcel	c) a message	d) a wink
3.	When we talk about the culture, we mean a group of people who ... common norms, values and symbols.			
	a) share	b) possess	c) occupy	d) divide
4.	Cross-cultural communication is frequently referred to as ... communication.			
	a) interpersonal	b) intrapersonal	c) intercultural	d) public
5.	Currently, many groups prefer to ... their traditions and beliefs and resist assimilation into other cultures.			
	a) determine	b) perceive	c) maintain	d) communicate
6.	Laughing is not related with happiness in ... .			
	a) Ukraine	b) France	c) Germany	d) Japan
7.	When it comes to working together effectively on a task, cultures differ with respect to the importance placed on ... early on in the collaboration.			
	a) establishing relationships	b) facial expressions and gestures	c) identifying values	d) decision-making
8.	In the U.S., conflict is not usually desirable; but people often ... to deal directly with conflicts that do arise.			
	a) confuse	b) are encouraged	c) fight	d) are accomplished

### Task 2. Match words to their definitions:

1.	background	a.	a skill needed to communicate to people from different cultures, countries, races
2.	gesture	b.	movement of the hand or head to illustrate an idea or feeling

3.	ethical	c.	working together with another person or group to achieve something
4.	ethnical	d.	correct and true in every detail
5.	intercultural competence	e.	the situation or past events that explain why something happens in the way that it does
6.	collaboration	f.	relating to principles of what is right or wrong
7.	judgment	g.	an opinion that you form, especially after thinking carefully about something, or the ability to make sensible decisions about what to do and when to do it
8.	appropriate	h.	relating to a particular race, nation or tribe and their customs and traditions

**Task 3. Complete the following sentences with words from the box:**

different	cognitive	widely	affective	assume
		accepted		
formal	misunderstanding	rude	adjust	a sign of respect

1. In most public communication the setting is ... .
2. Intercultural communication studies the communication that occurs between people from ... cultures.
3. The intercultural communication may result in ... if you do not realize the cultural differences.
4. In Germany and in the United States arriving half an hour late for a dinner invitation would be considered very ... .
5. In Africa, avoiding eye contact when talking to an elder, or someone of higher social status is ... .
6. In African, South American and Mediterranean cultures, talking and laughing loudly in the streets and public places is ... , whereas in some Asian cultures it is considered rude and may be seen as a mark of self-centeredness or attention-seeking.
7. European cultures tend to consider information acquired through ... means more valid than other ways of coming to know things.
8. African cultures prefer ... ways of knowing, including symbolic imagery and rhythm.

9. Some people ... that the only right way to communicate is theirs.

10. It is important to assume that one's efforts will not always be successful, and ... one's behavior appropriately.

**Task 4. Write the missing word in each sentence. Some letters are given:**

1. In public communication the speaker sends a message to an a \_ \_ \_ \_ \_.

2. In West Africa, the comment "You've put on weight" means that you look healthy and \_ \_ \_ sp \_ \_ \_ \_ \_.

3. After World War II businesses found that their employees were ill-equipped for overseas work in the g \_ \_ b \_ \_ \_ \_ \_ market.

4. Laughing is related in most countries with happiness – in Japan it is often a sign of c \_ \_ f \_ \_ \_ \_ \_.

5. If invited to dinner, in some Asian countries it is w \_ \_ \_ - m \_ \_ \_ \_ \_ d to leave right after dinner.

6. When decisions are made by groups of people, in Japan c \_ \_ n \_ \_ \_ \_ \_ s is the preferred mode.

7. In many Eastern countries, open conflict is experienced as embarrassing or demeaning; as a rule, differences are best worked out q \_ \_ e \_ ly.

8. Some members of your group may prefer to visit places and people who have experienced cha \_ l \_ \_ \_ g \_ \_ \_ like the ones you are facing.

9. If problems develop you should always be willing to be patient and f \_ rg \_ v \_ \_ g, rather than hos \_ \_ l \_ and aggressive.

10. The Italians believe that an increase in volume of voice is just a sign of an exc \_ t \_ \_ g conversation among friends.

**Task 5. Answer the questions:**

1. In what kind of communication is the opportunity for verbal feedback limited?

2. When did cross-cultural studies begin?

3. What is the act of saying goodbye many times while leaving and returning called?

4. What is considered the key to effective cross-cultural communication?

## APPENDIX

### COUNTRIES, NATIONALITIES, LANGUAGES

<i>Country</i>	<i>Nationality</i>	<i>Language</i>
Argentina	Argentinean	Spanish
Australia	Australian	English
Belgium	Belgian	French / Flemish
Brazil	Brazilian	Portuguese
Canada	Canadian	English / French
Chile	Chilean	Spanish
China	Chinese	Chinese
Colombia	Colombian	Spanish
Cuba	Cuban	Spanish
Cyprus	Cypriot	Greek
Denmark	Danish (Dane)	Danish
Egypt	Egyptian	Arabic
England	English	English
Estonia	Estonian	Estonian
Finland	Finnish	Finnish
France	French	French
Germany	German	German
Greece	Greek	Greek
Hungary	Hungarian	Hungarian
India	Indian	Hindi
Iran	Iranian	Persian
Iraq	Iraqi	Arabic
Indonesia	Indonesian	Indonesian
Ireland	Irish	Irish / English
Israel	Israeli	Hebrew
Italy	Italian	Italian
Japan	Japanese	Japanese
Korea	Korean	Korean
Latvia	Latvian	Latvian
Lithuania	Lithuanian	Lithuanian
Malaysia	Malaysian	Malay
Mexico	Mexican	Spanish

Moldova	Moldovan	Moldovan
Morocco	Moroccan	Arabic / French
Netherlands (Holland)	Dutch	Dutch
New Zealand	New Zealander	English/ Maori
Norway	Norwegian	Norwegian
Pakistan	Pakistani	Urdu 8 %, English (both official); Punjabi 48 %
Panama	Panamanian	Spanish
Peru	Peruvian	Spanish
Poland	Polish	Polish
Portugal	Portuguese	Portuguese
Romania	Romanian	Romanian
Russia	Russian	Russian
Saudi Arabia	Saudi	Arabic
Scotland	Scottish	English / Scottish
Singapore	Singaporean	Mandarin 35 %, English
Spain	Spanish	Spanish
Sweden	Swedish	Swedish
Switzerland	Swiss	German, French, Italian, Romansh
Taiwan	Taiwanese	Chinese
Thailand	Thai	Thai
Turkey	Turkish	Turkish
Ukraine	Ukrainian	Ukrainian
United Arab Emirates	Arabian	Arabian
United States	American	English
Vietnam	Vietnamese	Vietnamese
Wales	Welsh	Welsh / English

## GLOSSARY

<b>A</b>	
abuse	- жорстоке ставлення
accompany	- супроводжувати
acknowledge	- визнавати
acquire	- оволодівати, придбавати
acute	- гострий, сильний
adapt	- адаптуватися, пристосуватися
adaptor	- адаптор, пристосування
adjust	- пристосовувати
adopt	- приймати
affiliation	- членство, належність
alter	- вносити зміни
angle	- кут
anthem	- гімн
anticipate	- очікувати, передчувати
anxiety	- страх, тривога
application	- використання
apprehension	- страх
apprehensive	- тривожний; той, хто передчуває недобре
appropriate	- відповідний
argue	- сперечатися, доводити
arousal	- збудження
array	- низка
articulate	- той, хто чітко висловлює думки
assert	- стверджувати
assertiveness	- впевненість у собі
assessment	- оцінка
assign	- назначати, визначати
assignment	- завдання
assume	- припускати
assure	- переконувати, гарантувати
attach	- надавати
attain	- досягати, набувати
attitudes	- ставлення
authorities	- влада
avoid	- уникати

<b>B</b>	
background	- попередній досвід
bargaining	- торг
be aware	- усвідомлювати
be disappointed	- бути розчарованим
be willing	- хотіти
bear	- нести
belief	- віра, переконання
binding contract	- юридично обов'язковий договір
blame	- докір
bonds	- зв'язки
boundary	- кордон
brainstorming	- мозковий штурм
breakdown	- невдача, провал
<b>C</b>	
cancellation	- анулювання
caress	- пестити, голубити
circumstances	- стан справ
clarity	- зрозумілість, чіткість
clash	- зіткнення
clause	- стаття, пункт
clear-cut	- чіткий
collaboration	- співробітництво
committed	- відданий (ідеї)
complicated	- складний
conduct	- проводити
confidence	- упевненість
confirmation	- підтвердження
conform	- відповідати
conformity	- відповідність
confront	- протистояти
connotation	- підтекст
conscious	- свідомий
constitute	- складати
contemplation	- міркування
content	- зміст, сутність

contradictory	- протилежний
contribute	- сприяти
convention	- звичай, умовність
converse	- розмовляти
convey	- передавати
cope with	- справлятися
court sentence	- вирок у суді
cue	- сигнал, натяк
cure	
customarily	- звичайно
<b>D</b>	
deadline	- останній термін
deception	- обман, хитрість
deeds	- дії, вчинки
delegate	- делегувати, надавати повноваження
deliberate	- навмисний
denotative	- точний
denote	- показувати
dent	- зробити вм'ятину
deprived	- позбавлений
descent	- походження
dimension	- показник
disagreement	- спір, розбіжність
disclosure	- відкритість
dissipate	- розсіюватися
distinct	- чіткий, явний
distinguish	- відособляти
distorted	- перекручений
distract	- відволікати
distrust	- недовіра
diverse	- різноманітний
domestic	- внутрішній, вітчизняний
drastic	- радикальний, різкий
drum	- барабанити
<b>E</b>	
eager	- активний, жадаючий

eavesdrop	- підслуховувати
embarrassing	- збивати з глузду
emblem	- символ
emphasis	- наголос
employ	- використовувати
encounter	- стикатися, зустрічатися
encroach	- вдиратися, посягати
endeavour	- починання, захід
enduring	- тривалий
essential	- суттєвий
eventually	- у кінцевому підсумку, зрештою
evident	- очевидний, явний
evolve	- розвиватися
exaggerate	- перебільшувати
excessively	- занадто
expedient	- доцільний
exposure	- піддавання
<b>F</b>	
feedback	- зворотний зв'язок
fidget	- виявляти занепокоєння, соватися
figuratively	- фігурально
flow	- потік
focus	- зосереджуватися
fraternity	- братство
frequently	- часто
<b>G</b>	
gathering	- зустріч
gauge	- вимірювати, оцінювати
geek	- шалений
get rid of	- позбуватися
give rise	- викликати
guideline	- рекомендація, керування
<b>H</b>	
habitual	- звичний
hamper	- ускладнювати, перешкоджати
handle	- улагоджувати, управлятися

hitchhiker	- той, хто подорожує автостопом
hostile	- ворожий
hug	- міцні обійми
<b>I</b>	
identify	- визначати
identity	- ідентичність, належність
ill equipped	- невідповідний
illustrator	- ілюстратор
imbalance	- нестійкість
immature	- недозрілий, недорозвинений
immersion	- занурення
impact	- сильний вплив
impartial	- безпристрасний, справедливий
imply, implication	- припускати, значення
inclusion	- вміщення
incompatible	- несумісний
inconsistent	- розбіжний
indecent	- непристойний
indicate	- указувати
inevitable	- неминучий
inferior	- нижчий, гірший
inherit	- придбавати
insightful	- проникливий, глибокий
insult	- образа
intermediary	- посередник
interpersonal	- міжособистісний
intervene, intervention	- утручатися, утручання
intimidate	- залякувати
intractable	- складний, невідкорений
intrapersonal	- внутрішньоособистісний
intrusive	- надокучливий
<b>J</b>	
jut jaw	- випнути підборіддя
<b>K</b>	
kinesics	- кінесика, кінестетика

<b>L</b>	
literally	- буквально
<b>M</b>	
maintain	- підтримувати
make up	- становити, бути частиною
mediation	- посередництво
mediator	- посередник, примирювач
“melting pot” concept	- концепція “плавильного котла”
mistreatment	- погане ставлення
mode	- засіб
modify	- змінювати, корегувати
multi-faceted	- багатогранний
<b>N</b>	
negotiations	- переговори
nerd	- тупиця
notable	- помітний
<b>O</b>	
obligation	- обов’язок
obvious	- очевидний
occupational	- професійний
occur	- траплятися, відбуватися
offend, offensive	- ображати, образливий
oppression	- пригноблення
option	- варіант
outcome	- результат, підсумок
outgoing	- приязний
overhear	- випадково почути, ненавмисно підслухати
overlook	- продивитися, пропустити
overseas	- зарубіжний
oversimplify	- занадто спрощувати
overtly	- відкрито
<b>P</b>	
pacing	- покрокове просування
paralanguage	- парамова

partial	- частковий
party	- сторона (переговорів)
paternalistic	- батьківський
pattern	- модель
perceive	- сприймати
permissible	- припустимий
persistent	- стійкий
pitch	- висота (звуку)
pop into one's mind	- спасти на думку
posture	- поза
precise	- точний
predict	- прогнозувати
prejudice	- упередження, передсуд
prejudice	- упередження
prerequisite	- передумова
probe	- досліджувати, зондувати
prompt	- спонукати
proper	- належний
provisions	- положення, умови (договору)
proxemics	- проксеміка
prudent	- розсудливий, передбачливий
<b>Q</b>	
qualifier	- визначник
<b>R</b>	
rate	- швидкість
rebuke	- засуджувати
reciprocal	- взаємний, обопільний
reconciliation	- примирення
recurring	- частий; той, що повторюється
refer to	- називати
regard	- мати відношення
reinforce	- посилювати
reject	- відхиляти, відмовлятися
remove	- усувати
resemble	- бути схожим, мати схожість
resentment	- обурення

resist	- опиратися
resolution	- розв'язання
retreat	- відступ, віддалення
reveal	- розкривати, оприлюднювати
rigid	- жорсткий
<b>S</b>	
sacrifice	- жертвувати
self-esteem	- самооцінка
set	- набір
set an agenda	- визначити програму (роботи)
setting	- обстановка
shift	- зміна
sign	- ознака, позначка
significant	- значний
signify	- позначити
similarity	- схожа властивість
specification	- деталізація
sprawl out	- розсідатися
state entity	- державна організація
storehouse	- скарбничка
strive toward	- прагнути
stroke	- пестити
subordinate	- підлеглий
subtlety	- тонкість
suppress	- стримувати, придушувати
suspend	- відкласти на якийсь час
syllabus	- програма (курсу)
<b>T</b>	
tax haven	- ухиляння від податків
temporarily	- тимчасово
tend	- мати тенденцію
tense	- напружений
the contrary	- навпаки
token	- знак
transaction	- угода

transcendence	- трансцендентність, належність до чогось вищого
trap	- пастка
<b>U</b>	
uncertainty	- невпевненість
unconscious	- неусвідомлений
<b>V</b>	
valid	- вірогідний
values	- цінності
variety	- різноманіття
venture	- підприємство
violate, violation	- порушувати, порушення
vital	- життєво важливий
vocal fillers	- голосові заповнювачі
volume	- гучність
vulnerable	- уразливий
<b>W</b>	
whereas	- тоді як
with respect to	- стосовно, щодо
work out	- виробляти
write off	- не брати до уваги, "списувати"

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