

# **Разработка по «Nationality Words»**

(with Supplementary Materials)

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## I. Phonetico-lexical level

- a) listen to *T/s 3 Headway Elementary* to train the pronunciation of the names of some countries;
- b) consult a dictionary for the pronunciation of the following nationality words and their corresponding adjectives and learn them.

<i>Country</i>	<i>Nationality</i>	
	<i>noun (singular – plural or collective)</i>	<i>adjective</i>
	<b>Group 1: the adjective and noun have the same form</b>	
Burma	a Burmese – (the)Burmese	Burmese
China	a Chinese - Chinese	Chinese
Japan	a Japanese – Japanese	Japanese
Lebanon	a Lebanese - Lebanese	Lebanese
Malta	a Maltese - Maltese	Maltese
Portugal	a Portuguese - Portuguese	Portuguese
Sudan	a Sudanese – Sudanese	Sudanese
Taiwan	a Taiwanese - Taiwanese	Taiwanese
Switzerland	a Swiss - Swiss	Swiss
Vietnam	a Vietnamese - Vietnamese	Vietnamese
	<b>Group 2: the adjective and singular noun have the same form the plural noun adds –s; <i>the</i> is optional in the plural</b>	
	<b>-an</b>	<b>-an</b>
Algeria	an Algerian – (the) Algerians	Algerian
Africa	an African - Africans	African
America (the United States of America)	an American - Americans	American
Argentina	an Argentinean - Argentineans	Argentinean
Asia	an Asian - Asians	Asian
Austria	an Austrian - Austrians	Austrian
Australia	an Australian - Australians	Australian
Belgium	a Belgian - Belgians	Belgian
Brazil	a Brazilian - Brazilians	Brazilian
Bulgaria	a Bulgarian - Bulgarians	Bulgarian
Canada	a Canadian - Canadians	Canadian
Cuba	a Cuban - Cubans	Cuban
Colombia	a Colombian - Colombians	Colombian
Costa Rica	a Costa Rican – Costa Ricans	Costa Rican
Chile	a Chilean - Chileans	Chilean
Europe	a European - Europeans	European
Egypt	an Egyptian - Egyptians	Egyptian
Germany	a German - Germans	German
Hungary	a Hungarian - Hungarians	Hungarian
India	an Indian - Indians	Indian
Indonesia	an Indonesian - Indonesians	Indonesian
Italy	an Italian - Italians	Italian
Iran	an Iranian - Iranians	Iranian
Jordan	a Jordanian - Jordanians	Jordanian
Korea	a Korean - Koreans	Korean
Mexico	a Mexican – Mexicans	Mexican
Mongolia	a Mongolian - Mongolians	Mongolian

Norway	a Norwegian - Norwegians	Norwegian
Nigeria	a Nigerian - Nigerians	Nigerian
Paraguay	a Paraguayan - Paraguayans	Paraguayan
R(omania)	a Rumanian - Rumanians	Rumanian
Russia	a Russian - Russians	Russian
Saudi Arabia	a Saudi Arabian – Saudi Arabians	Saudi Arabian
Scandinavia	a Scandinavian - Scandinavians	Scandinavian
Syria	a Syrian – Syrians	Syrian
Tanzania	a Tanzanian – Tanzanians	Tanzanian
Tunisia	a Tunisian - Tunisians	Tunisian
Uganda	an Ugandan - Ugandans	Ugandan
Venezuela	a Venezuelan - Venezuelans	Venezuelan
Zimbabwe	a Zimbabwean – Zimbabweans	Zimbabwean
<b>some other endings</b>		
Cyprus	a Cypriot - Cypriots	Cypriot
Greece	a Greek - Greeks	Greek
Iraq	an Iraqi - Iraqis	Iraqi
Israel	an Israeli Israelis	Israeli
Kuwait	a Kuwaiti - Kuwaitis	Kuwaiti
Oman	an Omani - Omanis	Omani
Pakistan	a Pakistani - Pakistanis	Pakistani
Thailand	a Thai - Thais	Thai
<b>Group 3: the adjective and singular noun are different the plural noun adds –s; <i>the</i> is optional in the plural</b>		
	an Arab - Arabs	Arabian (desert) Arabic (lang.)
Czechoslovakia	a Czech - Czechs	Czechish
Denmark	a Dane – (the) Danes/the Danish	Danish
Finland	a Finn – Finns/the Finnish	Finnish
Philippines	a Filipino – Filipinos	Philippine
Poland	a Pole - Poles	Polish
Spain	a Spaniard – Spaniards/the Spanish	Spanish
Sweden	a Swede – Swedes/the Swedish	Swedish
Turkey	a Turk - Turks	Turkish
<b>Group 4: the adjective and plural noun (meaning “all the people”) are the same; <i>the</i> is always required; the singular noun adds –man/woman</b>		
England	an Englishman – Englishmen/the English	English
France	a Frenchman – Frenchmen/the French	French
Holland (or <i>the Netherlands</i> )	a Dutchman – Dutchmen/the Dutch	Dutch
Ireland	an Irishman – Irishmen/the Irish	Irish
Wales	a Welshman – Welshmen/the Welsh	Welsh
<b>Group 5: two exceptions</b>		
Britain	A Briton – Britons (fairly rare) A British – Britishers (AmE)	British
Scotland	A Scot – Scots A Scotsman - Scotsmen	Scottish (note Scotch whisky)

Some adjectives for Nationality words within this table do not coincide with the corresponding names of languages.

*For names of languages, consult Arakin (Lesson 11) and English in Use (p.41).*

*Do exercises in Headway Upper-Intermediate, Workbook.*



## II. Lexico-grammatical level

Functions of Nationalities Words					
Generic Sense (nation as a whole)		General Sense		Predicative Use	
about other nations (not yours)	about your own nation	Classifying function	Particularizing function	Classifying function	Particularizing function
<p>1. a) <b>The</b> Japanese are a highly developed nation.</p> <p>b) <b>All</b> Japanese are polite.</p> <p>The Chinese The Swiss The Portuguese The Taiwanese The Sudanese The Lebanese The Vietnamese</p>	<p><b>We</b> Portuguese like to let loose a lot.</p>	<p><u>Singular:</u> <b>A</b> Chinese came up to me and bowed.</p> <p><u>Plural:</u> There were (some) Swiss in our tourist group.</p> <p><u>With numerals:</u> <b>Two</b> Japanese and a Taiwanese have joined our club.</p>	<p><u>Singular:</u> <b>The</b> Portuguese I told you about is sitting right in front of you.</p> <p><u>Plural:</u> Are they <b>the</b> Lebanese you deal with?</p> <p><u>With numerals:</u> There were four Maltese on board the plane. <b>The four</b> Maltese felt uncomfortable as they didn't know a word in English.</p>	<p><u>Singular:</u> I'm sure he is (<b>a</b>) Swiss.</p> <p><u>Plural:</u> They are both Portuguese.</p>	<p><u>Singular:</u> He is <b>the</b> Lebanese I got acquainted with last year.</p> <p><u>Plural:</u> Excuse me. Where are <b>the</b> we have just seen?</p>
<p>2. * a) <b>The</b> Germans are a super disciplined nation.</p> <p>b) <b>All</b> Mexicans are fond of playing the guitar.</p> <p>The Australians The Brazilians The Canadians The Cubans The Hungarians The Koreans The Russians etc.</p>	<p><b>We</b> Norwegians are humorous people.</p>	<p><u>Singular:</u> <b>An</b> American is usually polite when you address him.</p> <p><u>Plural:</u> Have you ever talked to Mexicans?</p> <p><u>With numerals:</u> Five Italians were employed.</p>	<p><u>Singular:</u> <b>The</b> Greek was keen on Russian art.</p> <p><u>Plural:</u> <b>The</b> Russians won the first prize and <b>the</b> Canadians won the second prize.</p> <p><u>With numerals:</u> What about <b>the three</b> Brazilians? Are they joining us?</p>	<p><u>Singular:</u> He is (<b>a</b>) Belgian.</p> <p><u>Plural:</u> These people are either Cuban(s) or Chilean(s).</p>	<p><u>Singular:</u> Meet Marco. He is <b>the</b> Norwegian who is going to work with us.</p> <p><u>Plural:</u> These are <b>the</b> Asians who can help us to find our way.</p>

<p>3. a) <b>The</b> Spanish talk more than they work.</p> <p>b) <b>All</b> Swedish are very slow.</p> <p>The Arabs The Danish The Finnish The Filipinos The Poles The Spanish The Swedish The Turks</p>	<p><b>We</b> Finnish respect our culture.</p>	<p><u>Singular:</u> Never talk to <b>an</b> Arab when alone in a southern country.</p> <p><u>Plural:</u> Finns, Swedes and Danes very often have common views.</p> <p><u>With numerals:</u> There were about <b>five</b> Turks in the crowd.</p>	<p><u>Singular:</u> <b>The</b> Pole was older than I thought.</p> <p><u>Plural:</u> <b>The</b> Spaniards are sure to be late, so we'll start our meeting and won't wait.</p> <p><u>With numerals:</u> How did you like <b>the three</b> Filipinos?</p>	<p><u>Singular:</u> Are you a Spaniard (Spanish) or (a) Portuguese?</p> <p><u>Plural:</u> They are Spaniards (Spanish), aren't they?</p>	<p><u>Singular:</u> They are <b>the</b> Danish (the Danes) I used to work with.</p> <p><u>Plural:</u> Are you <b>the</b> Poles who called on me yesterday?</p>
<p>4. a) <b>The</b> English like to spend Christmas at home.</p> <p>b) <b>All</b> French have an exquisite taste.</p> <p>The British (excep.) The Scottish (excep.) The English The Welsh The Irish The Dutch</p>	<p><b>We</b> Dutch are very honest.</p>	<p><u>Singular:</u> <b>An</b> Englishman was waiting for me in the office.</p> <p><u>Plural:</u> Frenchmen do not travel much.</p> <p><u>With numerals:</u> <b>Three</b> Irishmen sang a song and left.</p>	<p><u>Singular:</u> <b>The</b> Scot (the Scotsman) was interested in our new project.</p> <p><u>Plural:</u> <b>The</b> Englishmen were stiff and formal, <b>the</b> Frenchmen kept drinking champagne and <b>the</b> Dutchmen talked and talked about politics.</p> <p><u>With numerals:</u> <b>The two</b> Englishmen wanted to discuss a plan with me.</p>	<p><u>Singular:</u> He is English (an Englishman), you must be very particular about your manners.</p> <p><u>Plural:</u> They are English (Englishmen).</p>	<p><u>Singular:</u> Toma is the Frenchman I felt in love with.</p> <p><u>Plural:</u> These are not the Englishmen who visit our annual exhibition.</p>

- 1. Within the meaning of Generic Sense the forms of nationality words with *we* and *all* are the same as in pure Generic Sense where a nationality word is always used with the definite article for “nation as a whole”
- 2. You have to be careful when using a nationality word in Generic Sense. It is better either to quote or use such constructions as *is/are supposed to be*, *is known to be etc.* You can find these expressions in Murphy, Unit 44.

### Nationality Words as Adjectives

	Attributive Use	Predicative Use
Classifying	<u>Singular:</u> A Chinese waiter recommended us this dish.  <u>Plural:</u> Finnish students often visit St. Petersburg.	<u>Singular:</u> Mark is American ( <b>most common</b> ).  <u>Plural:</u> They are German.
Particularizing	<u>Singular:</u> The Turkish carpet is to my liking.  <u>Plural:</u> The Welsh people are proud of their legends.	* <u>Singular:</u> He is the Polish singer I saw on TV last night.  <u>Plural:</u> Mark and Lucy are the British participants Mr. Clark invited first to the meeting.

- Nationality words as adjectives are not found with particularizing function in pure Predicative Use.



Practice the use of Nationality Words in different functions.

**I.** *Insert the appropriate form of the nationality words (adjective or noun). The brackets hold names of the countries.*

1. Maggie came across a great number of ... scientists at the conference, and there were some ... among the conferees (Greece, Spain).
2. He was evidently ... with his ginger hair and white watery colour skin (Britain).
3. My uncle comes from a rather curious background. His ... grandma got married to ... and his mother was ... (Hungary, Denmark, Italy).
4. Although he is not a ..., he has typically ... manners (Holland, Holland).
5. She prefers ... whisky to anything else (Scotland).
6. The ... Catholic Church is a bit different from the ... one (Ireland, England).
7. The four ... , who made history in pop singing, are doubtless the ABBA (Sweden).
8. I've never met ... in my life, that's why it will be difficult for me to work in a ... community here (Phillipines).
9. ... are said to be a hospitable nation (Cyprus).
10. You are not a real ... to be so much fond of haggis (Scotland).

**II.**

**SUPPLEMENTARY QUIZ**

1. It was a cold winter day, when ... rang me up and said that he was going to start a divorce proceeding, because he couldn't stand the intolerable situation in his family any more and that he needed
2. my help.
  - a) a Swissman
  - b) a Swiss
  - c) the Swiss
3. It goes without saying that ... are a pious nation, but to my great surprise ... I knew were not half so pious and religious as anyone can suppose.
  - a) the English – the Englishmen
  - b) Englishmen – English
  - c) The Englishmen – the English
4. I got acquainted with a few ... who were good at running a business of their own. When they expanded enough, they employed other six ..., their friends, to do the jobs as drivers and typists.
  - a) Chinese – the Chinese
  - b) The Chinese – the Chinese

- c) Chinese – Chinese
5. ... are keen on art. They are completely obsessed with going to museums or theatres and ... are quite an emotional nation.
- a) the Italians – Italians
- b) Italianmen – the Italianmen
- c) Italians – the Italians
6. Your new co-worker is a nice person and you treat him respectfully. But to my mind you should be more friendly and open with him. He is ...
- a) American
- b) An American
- c) The American
7. There's someone waiting for you in the hall. I listened to his accent when he talked to ... and found that he is evidently ...
- a) the Vietnamese – a Spanish
- b) Vietnamese – a Spaniard
- c) a Vietnamese – Spanish
8. Our new boss is ... so we must work harder than we did before, because ... are a hard-working nation and their jobs always come first.
- a) American – the Americans
- b) an American – Americans
- c) Americanish – the Americanish
9. Two ... came to you this morning, but you were out. ... wanted to invite you to attend a conference devoted to the French culture.
- a) a Frenchman – the two Frenchmen
- b) Frenchmen – the Frenchmen
- c) French – the two French

### III.

### SUPPLEMENTARY QUIZ

1. He is ... .
- a) Russian
- b) the Russian
- c) Russian man
2. ... are a highly developed nation.
- a) a Japanese
- b) Japanese
- c) the Japanese

3. ... like to speak about the weather.
- a) Englishmen
  - b) English
  - c) An Englishman
4. ... came up to him one day and gave him a letter.
- a) a Frenchman
  - b) a French
  - c) a French man
5. Are they ... or ...?
- a) the French, the Italian
  - b) the Frenchmen, the Italians
  - c) French, Italian
6. Near this monument you can sometimes see ... .
- a) the Russians
  - b) Russians
  - c) Russian
7. She is not ..., she is ... .
- a) an English, a French
  - b) English, French
  - c) the English, the French
8. Carol is ... I was at the conference with.
- a) the French woman
  - b) the French
  - d) a French woman
9. He likes to talk about art with ... .
- a) Italians
  - b) Italiamen
  - c) Italian
10. We sometimes meet ... in this museum.
- a) Irishman
  - b) Irish
  - c) Irishmen
11. He is evidently ... .
- a) an Egyptish
  - b) the Egyptian man
  - c) an Egyptian
12. ..., obviously no more than 30, stood in the middle of the hall.
- a) the Swiss
  - b) Swiss
  - c) a Swiss
13. I cannot tell you whether he is ... or ... . They are very alike.
- a) a Turkish or a Spanish

- b) a Turk or a Spanishman
- c) a Turk or a Spaniard.

#### IV. SUPPLEMENTARY QUIZ

1. ... child is often put in a separate room – right away or after a few weeks or months.
  - a) American
  - b) the American
  - c) an American
2. According to the name on his card he must be ... .
  - a) the Frenchman
  - b) a Frenchman
  - c) the French
3. ..., who consider themselves a humorous people, do not find such kinds of jokes funny.
  - a) the Norwegian
  - b) Norwegians
  - c) the Norwegians
4. Among ... there is little ice to break in business.
  - a) the Spaniards
  - b) Spanishmen
  - c) the Spanish
5. ... do not see any benefit in introducing humour into business.
  - a) the Japanese
  - b) Japanese
  - c) Japaneses
6. ... hate heavy or drawn-out meetings and will resort to various forms of humour and distracting tactics to keep it all nice and lovely.
  - a) the Britishers
  - b) the British
  - c) British
7. ... was asked by the waiter at the end of a business dinner if the guests required ice-cream for dessert.
  - a) an Englishman
  - b) the English
  - c) an English man
8. After the meetings are over, ... are quite willing to relax and joke with their partners in bars, restaurants and at home.
  - a) the German
  - b) Germans
  - c) the Germans
9. What is funny for ... may be anathema to ... .
  - a) a French, an Arab
  - b) the Frenchman, the Arab
  - c) the French, an Arab
10. We ... are hungry for the facts.
  - a) the Swedes
  - b) the Swedish
  - c) Swedish

11. There are good listeners and bad listeners. Others, such as ..., listen carefully or indifferently, depending on the nature of the address.

- a) the Americans                      b) Americans                      c) the Americanians

12. ... and ... are traditionally suspicious of Westerners.

- a) Chinese Koreans                      b) Chinese Korean                      c) the Chinese the Koreans

13. All ... are not very attentive listeners in principle, as they are normally anxious to speak themselves.

- a) the Latin Americans                      b) the Latin American                      c) Latin Americans

14. It is ... who dislike monologues – they want to interject and argue vigorously.

- a) Spanish                      b) the Spaniards                      c) Spaniards

15. Do you mean ... who visited us last year?

- a) the Polish                      b) Poles                      c) the Poles

## **V. Translate from Russian into English:**

1. На нашем школьном вечере, посвященном шведской культуре, присутствовали 10 шведов. Они были в высочайшем восторге, потому что вечер им понравился. И я сама считаю, что ни один из школьных вечеров не был настолько романтическим и захватывающим, как этот.
2. Англичане считаются весьма трудолюбивой нацией. Но те три англичанина. Которых я знал, были далеко не работающими и трудолюбивыми. Они постоянно делали весьма нелепые извинения, чтобы не ходить на работу.
3. Японцы – деловые и ответственные люди. Они всегда выполняют свою работу, пока не исчерпают свои возможности. Немало японцев просто созданы, чтобы стать бизнесменами, целью которых является улучшение жизни в стране, поэтому японцы – высокоразвитая нация.
4. Он скорее всего шотландец. Он знает наизусть так много стихов Роберта Бернса, а, насколько я знаю, шотландцы полностью поглощены его поэзией.
5. Пятеро португальцев, вероятно не старше тридцати лет, ищут квартиру, что арендовать ее в нашем квартале. Им нужна пятикомнатная квартира со всеми

современными удобствами. К тому же пятеро португальцев хотят, чтобы большинство комнат выходило на юг, и чтобы они были солнечными.

6. Русские мамы обычно самые заботливые и непоседливые мамы в Европе. – Да, у нас, у русских, есть черта заботится о детях, даже когда они стали взрослыми.
7. В нашем офисе работали шесть бразильцев. Они серьезно относились к своим заданиям. Они работали очень хорошо, и все их сотрудники относились к ним с уважением.

## **VI. Translate from Russian into English:**

1. Иранцы известны своим хоровым пением.
2. Я знаю бразильца, который довольно бегло говорит на пяти языках.
3. Они – такая странная пара! Он – китаец, а она датчанка.
4. Немцы обладают редким даром. Они – самая чистоплотная нация в Европе.
- 5 Оба мои друга – итальянцы, а их подруги – вьетнамки. Можешь себе это представить?  
–О вкусах не спорят.
1. Он женат на американке, чьи родители в высшей степени образованные люди.
2. Две недели назад мы решили снять квартиру в пригороде. Пожилая англичанка была не очень-то рада, узнав, что мы – русские. Она когда-то было знакома с русским, который был влюблен в полячку. Полячка часто посещала дом, но никогда не соблюдала правила. Поляки такие бесцеремонные!
3. На том вечере мы познакомились с тремя шотландцами. Три шотландца выглядели особо нарядно в национальных костюмах.
4. Мои родители – крайне консервативные люди. Они никогда не одобряли смешанные браки. Я – японец, а моя жена – испанка. У нас друзья разбросаны по всему миру. Наши самые близкие друзья живут в Западной Европе. Они – бельгийцы и очень гордятся своей нацией. Но, откровенно говоря, люди там - паршивые водители по сравнению с японцами.
5. Мы, англичане, не можем жить без садоводства, рыбалки и наших любимцев.
6. Когда я вошел в бар, два немца спорили о чем-то. Это были два немца, с которыми я обедал в прошлую субботу.
7. Мистер Симпсон – единственный европеец, живущий по соседству.
8. Они шведы? Нет, они, очевидно, британцы.
9. Она – настоящая француженка: элегантна, независима, изящная.
10. Вы можете легко узнать англичанина по его акценту.

11. Американцы помешаны на политике. Они очень политичная нация.
12. В этой части города живет много эмигрантов: русские, французы, бельгийцы, поляки.
13. Довольно часто вы можете встретить здесь одинокого датчанина, играющего на скрипке одну и ту же мелодию.
14. Китайцы, как и японцы, начинают отмечать Новый год рано утром.
15. Русские любят ругать свое правительство в отличие от американцев, которые чтят своего президента.
16. Вы не кажетесь типичным итальянцем. Откуда вы родом?
17. Судя по вашим манерам, вы не бразилец.
18. В нашем городе есть несколько ресторанов, принадлежащих немцам. Владелец самого процветающего ресторана – 45-летний немец. Его жена намного моложе мужа. Но она выглядит довольно изможденной. Она выполняет все работы по дому сама, хотя в доме есть служанка. Мистер Кельнер собирается нанять двух португальцев помогать жене.

- *Study the Supplementary Material:*

*Headway Intermediate – T/s. 17 a, b*

*Headway Pre-Intermediate – T/s. 38 b*

*The Material on Cross-Cultural Communication attached.*

- *On the basis of the Supplementary Material make illustrations on all the functions of Nationality Words (use nationality words from all the lexical groups – Table 1).*





## Supplementary Material on Cross-cultural Communication

### Listening habits in different countries

Although each nationality has its own specific style of listening, one can divide them into rough categories, where certain generalizations apply. For instance, Nordics (*Danes, Finns, Norwegians and Swedes*) could readily be described as the best listeners, partly because their own natural reticence gives them no incentive to interrupt. Calm concentration is a strong point.

Germanic peoples are also good listeners. Both *Germans* and *Dutch* are hungry for the facts, though the latter wish to start a debate fairly soon. Disciplined *Germans* have perhaps the longest attention span of any nationality, diligently making notes as they listen.

As far as the Anglo-Saxons are concerned, *English* and *Canadians* pay polite attention as long as the speaker is reasonably low key. Debate is required afterwards. *Australians* are more cynical and can't take too much seriousness, but, like Americans, will listen well if technical information is being imparted. *Americans*, used to show business and encapsulated news items, tend to lose concentration if they are not entertained in some way.

In ex-Communist countries e.g. *Russia, Poland* and the *Baltic states*, listening habits are directly and strongly affected by previous and recent political control (propaganda). Most Eastern Europeans believe all official statements are lies and that any changes introduced by the authorities are for the worse. Speakers must therefore combat automatic scepticism in these cultures. This is compounded in *Russia* by an inherent suspicion of foreigners. *Hungarians* tend to be less apathetic than some of the others.

Countries which have had a colonial past – *India, Malaysia, Indonesia* – also listen with a certain amount of suspicion, though they can be won over by an eloquent and thoroughly respectful speaker. Reaction is, however, deceptive, since listeners in these areas give feedback, which they think will please. They also are reluctant to admit to gaps in comprehension.

#### India

The key to Indian attention is to be eloquent, humble and respectful. They like flowery speech and an extensive vocabulary. They are willing to listen at length, to enable a relationship to develop and their aim, in the subsequent feedback, is to make a friend of a speaker. Not difficult audiences, but their sagacity must not be underestimated.

As we go further east, the Confucian cultures of *China, Japan* and *Korea* have language problems and are also reluctant to confess to non-comprehension. What they listen for principally is exaggerated respect from the speaker, so that nobody loses face. *Chinese* and *Koreans* are

traditionally suspicious of Westerners. *The Japanese* are more open to address, but so involved with politeness and vague expressions that messages often do not get across.

### Japan

Japanese audiences are disciplined and attentive, but understand virtually nothing in any foreign language spoken at normal speed. They do not come to understand, they are there to be courteous and create personal harmony. How you address them is what matters. What you say is irrelevant. (They will get the information they need from the printed material).

Latins are not very attentive listeners in principle, as they are normally anxious to speak themselves. A charismatic speaker may hold them for 30 minutes or more, but the *French* in particular do not believe that foreigners can teach them very much. *Italians* have busy minds and wander. *Spaniards* dislike monologues – they want to interject and argue vigorously. Latin Americans show interest in new ideas, but are somewhat sceptical about European caution and even more about US exploitation.

### France

French are among the worst listeners in the world. A firm belief in their own intellectual superiority makes them reluctant to be guided by people from other cultures. The attitude is: we probably know already, French is best anyhow, we have busy minds, so say something interesting and make it quick.

### Italy

Italians appear to pay more attention during presentations, but in fact it is a toss-up. Their busy minds are formulating their reply, which they will deliver as soon as you pause long enough for them to get in. they are anxious to engage you in a dialogue, which will soon define the relationship between you.

### Spain

Spaniards are not dedicated listeners. They read less than any other people in Europe and pay little to the content of presentations (in business). They do, however watch you carefully and sum you up by observing your physical characteristics, your mannerisms and your willingness to participate in the congenial and jocular socializing which will inevitably follow. You need to be imaginative to hold their attention for more than 30 minutes.

### Hispanic America

Most Hispanic Americans are loquacious Latins who were exploited sometime in the past by Americans or Europeans. Traditionally they are poor at cooperating with authorities or any external plans which do not correspond to their immediate needs. Consequently they are not

among the best audiences. Only charismatic speakers can get them to listen long, and even they must be very respectful and present the listeners with an intrinsic learning opportunity.

### Brazil

Among South Americans, Brazilians are perhaps the most receptive to foreign ideas perhaps because their break with their colonial masters – Portugal – was amicable. The key to their attention is to talk enough about Brazil (even Brazilian football) and be invariably cheerful bordering on euphoric. They are not really recording efficiently what you actually say, but eagerly seeking *simpatismo* to enable them to do business with someone they like.

*Arabs* are not good listeners when they are in groups, though they like an extra talk afterwards in private. They are defensive about Islam.

### Arab countries

Arabs listen better individually than in groups. A less charismatic speaker may find they talk while he does. They listen defensively where Islam and some political problems are concerned. Speakers should maintain strong eye contact, get close to them, flatter a bit and raise the voice to indicate sincerity. After a general presentation, many Arabs come to the speaker for extra, private information.

*Africans* listen respectfully in order to learn and acquire know-how, though they need to have things spelled out slowly and tend to be fatalistic about outcomes.

All in all, it is advisable for speakers, salesmen, presenters etc. to familiarize themselves as much as possible in advance with the traditional expectations of the audience to be addressed. Style and content should be adapted accordingly.

## Categorizing Cultures

The several hundred national and regional cultures of the world can be roughly classified into three groups: task-oriented, highly organized planners (linear-active); people-oriented, loquacious interrelators (multi-active); introvert, respect-oriented listeners (reactive). Italians see Germans as stiff and time-dominated; Germans see Italians gesticulating in chaos; the Japanese observe and quietly learns from both.

### *Linear-active and multi-active cultures*

Swen Swenson is a Swedish businessman, living in Lisbon. A few weeks ago he was invited by a Portuguese acquaintance, Antonio, to play tennis at 10 am. Swen turned up at the tennis court on time, already in tennis gear and ready to play.

Antonio arrived half an hour late, in the company of a friend, Carlos, from whom he was buying some land. They had been discussing the purchase that morning and had prolonged the discussion, so Antonio had brought Carlos along in order to finalise the details during the journey, they continued the business while Antonio changed into his tennis clothes, with Swen listening to all they said. At 10:45 they went on the court and Antonio continued the discussion with Carlos, while hitting practice balls with Swen.

At this point another acquaintance of Antonio's, Pedro, arrived in order to confirm a sailing date with Antonio for the weekend. Antonio asked Swen to excuse him for a moment and walked off court to talk to Pedro. After chatting to Pedro for five minutes, Antonio resumed his conversation with the waiting Carlos and eventually turned back to the waiting Swen to begin playing tennis at 11. when Swen remarked that the court had only been booked from 10 to 11 am, Antonio reassured him that he had phoned in advance to rebook it until 12 noon. No problem.

It will come as no surprise to you hear that Swen was very unhappy about the course of events. Why? He and Antonio live in two different worlds, or to put it more exactly, use different time systems. Swen. As a good Swede, belongs to a culture, which uses linear-active time – that is to say, he does one thing at a time in the sequence he has written down in his diary. His diary that day said 8am get up, 9am breakfast, 9:15 change into tennis clothes, 9:30 drive to tennis court, 10-11am play tennis, 11-11:30 beer and shower, 12:15 lunch, 2pm go to the office and so on.

Antonio, who had seemed to synchronise with him from tennis from 10 to 11, had disorganized Swen's day. Portuguese like Antonio follow a multi-active time system that is, they do many things at once, often an unplanned order.

Multi-active cultures are very flexible. If Pedro interrupted Carlos's conversation, which was already in the process of interrupting Swen's tennis, this was quite normal and acceptable in Portugal. It is not acceptable in Sweden, neither is it in Germany or Britain.

Linear-active people, like Swedes, Swiss, Dutch and Germans do one thing at a time, concentrate head on that thing and do it within a scheduled time scale. This people think that in this way they are more efficient and get more done.

Multi-active people think they get more done their way. Let us look again at Swen and Antonio. If Swen had not been disorganized by Antonio, he would undoubtedly have played tennis, eaten at the right time and done some business. But Antonio had had breakfast, bought some land, played tennis and fixed up his sailing all by lunchtime. He had even managed to rearrange the tennis booking. Swen could never live like this, but Antonio does all the time.

Multi-active people are not very interested in schedules or punctuality. They pretend to observe them, especially if a linear-active partner insists. They consider reality to be more important than manmade appointments.

### Linear-active – multi-active scale

1. Germans, Swiss
2. Americans (WASP\*)
3. Scandinavians, Austrians
4. British, Canadians, New Zealanders
5. Australians, South Africans
6. Japanese
7. Dutch, Belgians
8. American subcultures (e.g. Jewish, Italian, Polish)
9. French, Belgians (Walloons)
10. Czechs, Slovenians, Croats, Hungarians
11. Northern Italians (Milan, Turin, Genoa)
12. Chileans
13. Russians, other Slavs
14. Portuguese
15. Polynesians
16. Spanish, Southern Italians, Mediterranean peoples
17. Indians, Pakistanis etc.
18. Latin Americans, Arabs, Africans

\*White Anglo-Saxon Protestant

<i><b>Linear-active</b></i>	<i><b>Multi-active</b></i>	<i><b>Reactive</b></i>
<b>Introvert</b>		
Patient	Extrovert	Introvert
Quiet	Impatient	Patient
Minds own business	Talkative	Silent
Likes privacy	Inquisitive	Respectful
Plans ahead methodically	Gregarious	Good listener
Does one thing at a time	Plans grand outline only	Looks at general principles
Works fixed hours	Does several things at once	Reacts
Punctual	Works any hours	Flexible hours
Dominated by timetables and schedules	Unpunctual	Punctual
Sticks to plans	Timetable unpredictable	Reacts to partner's timetable
Sticks to facts	Changes plans	Makes slight changes
Gets information from statistics, reference, books, database	Juggles facts	Statements are promises
Job-oriented	Gets first-hand (oral) information	Uses both
Unemotional		People-oriented
Follows correct procedures	People-oriented	Quietly caring
Likes fixed agendas	Emotional	Inscrutable, calm
Brief on telephone	Pulls strings	Thoughtful
Dislikes losing face	Interrelates everything	Summarises well
Confronts with logic	Talks for hours	Must not lose face
Limited body language	Has ready excuses	Avoids confrontation
Rarely interrupts	Confronts emotionally	Subtle body language
Separates social/professional	Unrestricted body language	Doesn't interrupt
	Interrupts frequently	Connects social and professional
	Interweaves social/professional	

## THE ENGLISH THROUGH FRENCH EYES

### **Values and core beliefs**

The English are a rather closed, undemonstrative race who believe they have a monopoly on impartiality and good manners. They are somewhat old-fashioned and cling to old traditions like the monarchy, cricket, croquet, country dancing and “five o’clock tea”. They are slow to modernize and in the last 20 years have fallen behind the French in technology. They are reluctant members of the European Union and may one day be thrown out. Their famous quality of reserve often leads them to be obtuse in international exchanges. They are obstinate and often very cool with Latins in general, the French in particular. They have shared a lot of history with France, but do not seem to have learnt much from it. They lack *panache*.

### **Communication**

Unlike the French, who are direct and precise communicators, the English are woolly, unclear and often devious. They think slowly and reply to our questions with phrases such as “I’ll have to think about it”, “It’s a moot point”, or “I’m not quite with you on that one”. They rarely say what they mean (and often say the opposite of what they mean). They are condescending towards French people and tell us funny stories to distract us. They avoid precision commitment.

### **Social behaviour**

They are much less formal than the French, often wanting to use first names much earlier than we do. They become familiar too soon and lack respect for our position. They think they dress well, but we know better. They pride themselves on their table manners, but hold a fork the wrong way up and think we are uncivilized when we (sensibly) wipe gravy off a plate with a piece of bread.

### **Business behaviour**

They want to follow agendas strictly and dislike discussing important points which we want to revisit. They say “that was settled earlier”. They like to look laid back during business meetings but often fail to give adequate attention to important matters. They pretend business is a kind of game which can be won by excelling at humour. They are always trying to pin us down (“Could we please write down what we have agreed”) when we obviously wish to discuss vital issues further.

### **Other**

They stand well away from interlocutors and seem uncomfortable when Latins get close to them. They shake hands less than we do. They like frequent “tea-breaks”.

**How to empathize and motivate**

We have to flatter their position and refer to the British Empire, as if it still existed. We have to learn English and use it doing business with them. They can always be motivated by money. They do not always believe what we say, but look at what we do. We pretend they are great humorists, though they are not as witty as we. We make a fuss of their animals – they are grateful for this.



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