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“Українська академія банківської справи  
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Кафедра іноземних мов

# **КРОСКУЛЬТУРНІ АСПЕКТИ ДІЛО- ВОЇ КОМУНІКАЦІЇ**

## **DOING BUSINESS ACROSS CULTURES**

Практичний посібник  
з дисципліни “Англійська мова  
за професійним спрямуванням”

Для студентів 1-2 курсів  
спеціальності “Міжнародна економіка”  
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**Кроскультурні аспекти ділової комунікації = Doing Business Across Cultures [Текст] :** практичний посібник з дисципліни “Англійська мова за професійним спрямуванням” / уклад.: І. А. Бокун, Л. В. Гнаповська. – Суми : ДВНЗ “УАБС НБУ”, 2008. – 51 с. – (Англійською мовою).

Посібник розроблений відповідно до навчальної програми курсу “Англійська мова за професійним спрямуванням” для спеціальності “Міжнародна економіка”. Запропонована у посібнику система завдань базується на автентичних матеріалах і покликана підвищити рівень соціокультурної компетенції студентів, сприяти розвитку їх комунікативних вмінь англомовного ділового спілкування, формуванню адекватної вербальної та невербальної поведінки в різноманітних етноспецифічних контекстах бізнес-комунікації.

Видання може бути використане як на практичних заняттях з ділової англійської мови, так і для організації самостійної та індивідуальної роботи студентів.

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## FOREWORD

Understanding how core values in particular business environments vary from culture to culture; being aware of different cultural patterns; applying intercultural insights and behaving appropriately while interacting within various social and business-related situations – all this appears to be a very important part of learning a foreign language. If you make a grammar mistake, it may be “wrong”, but very often people will understand you anyway. But if you don’t know what to say or how to recognize gestures, maintain eye contact, observe personal space or use appropriate body language in each situation, it may turn out frustrating enough for both – you and the person you are talking to.

“Doing Business Across Cultures” will come quite handy since it has been designed to revise and consolidate learners’ knowledge of the variety of business corporate cultures as well as develop skills of practicing this knowledge.

😊 Dear learners! 😊

*We DO hope that you will enjoy both – the process and the result – of your “cross-culture adventure and discoveries” in the Units that follow! We wish you good luck in your:*

- *raising culture awareness;*
- *becoming more culture sensitive;*
- *growing wiser and performing more effectively – verbally as well as non-verbally – in a variety of ethnically specific business contexts!*

😊 Yours, the authors.

# ESP SYLLABUS FOR “INTERNATIONAL ECONOMICS” SPECIALISM (BACHELOR’S QUALIFICATION LEVEL)

## INTRODUCTION: KEY CONCEPTS OF COURSE DESIGN

The claim to create the European Higher Education Area by 2010 (Bologna, 1999) sets challenging tasks for Ukrainian tertiary education in terms of greater mobility for students, more effective international communication, better access to information and deeper mutual understanding. In this context foreign languages as the major means of cross-cultural communication are treated as an integral part of learning/teaching process at each educational level.

A comprehensive, transparent and coherent language policy developed by the Council of Europe and embodied in the official document known as “Common European Framework of Reference for Languages: learning, teaching, assessment” (CEFR) relates to a very general view of language use and learning. The adopted approach is an action-oriented one for it views users and learners of a language primarily as “social agents”, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action. While acts of speech occur within language activities, these activities form part of a wider social context, which alone is able to give them their full meaning. “Tasks” are spoken of in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result. The action-based approach also takes into account the cognitive, emotional and volitional resources as well as the full range of abilities specific to and applied by the individual as a social agent. In general, the action-based approach adopted in the CEFR is based on the following concepts (see CEFR, 2001: 9-10).

- *Competences* are the sum of knowledge, skills and characteristics that allow a person to perform actions.
- *General competences* are those not specific to language, but which are called upon for actions of all kinds, including language activities.
- *Communicative language competences* are those which empower a person to act using specifically linguistic means.
- *Context* refers to the constellation of events and situational factors (physical and others), both internal and external to a person, in which acts of communication are embedded.

- *Language activities* involve the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task.
- *Language processes* refer to the chain of events, neurological and physiological, involved in the production and reception of speech and writing.
- *Text* is any sequence of discourse (spoken and/or written) related to a specific domain and which in the course of carrying out a task becomes the occasion of a language activity, whether as a support or as a goal, as product or process.
- *Domain* refers to the broad sectors of social life in which social agents operate. In the CEFR the major categories relevant to language learning/teaching and use have been limited to the following ones: the educational, occupational, public and personal domains.
- A *strategy* is any organized, purposeful and regulated line of action chosen by an individual to carry out a task which (s)he sets for him(her)self or with which (s)he is confronted.
- A *task* is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work.

Accordingly, any form of language use and learning is described in CEFR as follows:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of **competences**, both **general** and in particular **communicative language competences**. They draw on the competences at their disposal in various **contexts** under various conditions and under various constraints to engage in **language activities** involving **language processes** to produce and/or receive **texts** in relation to themes in specific **domains** activating those **strategies** which seem most appropriate for carrying out the **tasks** to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences

One of the aims of the CEFR is also to help partners in education to describe the levels of proficiency required by existing European standards in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common European

Levels have been developed. Between them they provide a conceptual grid which users can exploit to describe their particular system. The set of proposed Common Reference Levels is represented in Table 1 below.

**Table 1.** *Common Reference Levels: global scale*

<b>Proficient User</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices
<b>Independent User</b>	<b>B2</b>	Can understand the main ideas of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce a clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various points
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
<b>Basic User</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where (s)he lives, people (s)he knows and things (s)he has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

The Table has been summarized from a bank of “illustrative descriptors” developed and validated for the CEFR. “Can-Do” descriptors are provided for reception, interaction and production as well as for some of the strategies employed in performing communicative activities with strategies seen as a hinge between the learners’ resources (competences) and what (s)he can do with them (communicative activities). Such “global” representation makes it easier to communicate the system to its users and provides students as well as teachers with orientation points on where they are in their language learning/teaching process.

Based on the CEFR requirements, the National ESP Curriculum adopted and approved by the Ministry of Education and Science of Ukraine is expected to give students an opportunity to develop their competencies and strategies needed to function effectively in the study process as well as in the variety of professional situations they are likely to encounter. Courses based on this Curriculum will result in higher levels of student’s language proficiency which in its turn will facilitate learner’s individual mobility and competitiveness in the job market.

The syllabus designed for students of International Economics has been developed on the basis of the National ESP Curriculum to be applied in the educational context of Ukrainian Academy of Banking of the National Bank of Ukraine. This is an organic document, incorporating a set of practical features to enable Academy teachers of Business English to “tailor” it to meet students’ diverse needs.

**COURSE AIM** is to develop students’ general and professionally-oriented communicative language competencies (linguistic, sociolinguistic and pragmatic) in English to enable them to communicate effectively in the field of international economic relations and business.

**COURSE OBJECTIVES** are defined in terms of skills and competences learners are supposed to acquire by the end of the course.

### ***Language Skills***

*By the end of the course students will be able to:*

#### **Listening**

- understand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc., on economics/business- related topics;
- understand in detail non-routine telephone conversations;
- understand gist and much of relevant detail in authentic radio and TV programmes related to economics/business area;
- understand fairly complex messages and instructions in economics/business environment;

- comprehend different registers: how people communicate with friends, strangers, colleagues, employers/employees, and people of different ages and social status for different purposes.

### **Reading**

- understand authentic texts related to economics/business areas from textbooks, newspapers, magazines, specialist journals or Web-based sources;
- identify writer's attitudes and viewpoints in authentic texts related to economics/business area;
- identify writer's purpose and appreciate the impact of writing (e.g. memos, letters, reports, etc.);
- understand authentic academic and professional correspondence (e.g. letters, faxes, e-mails, etc.);
- comprehend different registers: how people write to friends, strangers, colleagues, employers/employees, and people of different ages and social status for different purposes.

### **Speaking**

#### **Spoken Interaction**

- participate appropriately in extended discussions, debates, talks, conversations etc., on business/economics-related topics and in common social settings (e.g. coffee breaks, parties, etc.)
- react to and make telephone calls for specific purposes related to economics/business area;
- offer opinions on content of authentic radio and TV programmes related to economics/business area;
- react to announcements, fairly complex messages and instructions in economics/business environment;
- respond appropriately to speaker's attitude / point of view;
- adjust to changes of direction, style and emphasis normally found in conversation.

#### **Spoken Production**

- give clear prepared individual presentation on wide range of topics within economics / business field;
- produce clear, detailed monologue on wide range of economics/business-related topics, using basic cohesive devices to link utterances into clear, coherent discourse.

## **Writing**

- write clear, detailed texts for variety of purposes related to personal and professional areas (e.g. letter of application, etc.);
- write detailed assignments and reports in standard format on business/economics issues;
- draft and produce business and professional correspondence;
- take messages from telephone and word of mouth accurately;
- write summaries, minutes, etc. with high degree of accuracy;
- fill in forms for academic or professional purposes with high degree of accuracy.

## ***Study Skills***

*By the end of the course students will be able to:*

### **Information Location**

- locate economics-related information using library catalogue, Contents and Index page, reference books and dictionaries, Internet;
- ask questions to obtain relevant information for economics-related purposes;
- predict information (using clues, such as headings, sub-heading, by-lines, etc.).

### **Academic Speaking**

- make presentation or give talk on economics-related topic effectively;
- describe tables, charts and diagrams;
- use appropriate strategies to participate in discussions, seminars, tutorials, etc.

### **Academic Writing**

- interpret, compare and contrast tables, charts, diagrams, etc.;
- summarise, paraphrase, synthesise ideas from different types of texts (e.g. articles, research projects, etc.);
- make adequate, usable notes from variety of information sources on economics;
- write up a report (e.g. project).

### **Organisation and Self-awareness**

- develop individual study plans;
- organize study resources effectively (e.g. dictionaries, reference books, Internet resources, etc.);
- identify and work out individual learning/thinking styles;
- keep learning/reflection diary;
- keep careful record of reading, and of important references, quotations, etc.

## **Assessment**

- understand assessment requirements and marking criteria used for examinations, tests, assignments;
- prepare effectively for tests and examinations (e.g. revision via intensive reading, by using a variety of memory aids);
- manage time effectively in tests and examinations;
- self-assess appropriately.

### ***Language Knowledge***

*By the end of the course students will have a working knowledge of:*

- grammatical structures needed to express appropriate functions and notions flexibly;
- rules of English syntax to understand and produce a wide range of texts in the area of economics;
- language forms appropriate to formal and informal professional registers;
- a wide range of relevant vocabulary (including terminology) needed in the area of Economics.

### ***Socio-Linguistic and Pragmatic Competence***

*By the end of the course students will be able to:*

- understand how core values, beliefs and behaviour in particular Ukrainian business/economics environments differ from other cultures (international, national, institutional);
- understand different corporate cultures and apply intercultural insights while interacting orally or in writing within different business situations;
- behave and react appropriately in common social and economics-related situations in everyday life and know rules of how people should react in these situations (recognize appropriate gestures, eye contact, personal space, and body language in each situation).

## ***ESP COURSE ORGANISATION AND SYLLABUS PLAN***

According to the Regulations of the Ministry of Education and Science of Ukraine, the modular credit transfer system and modular rating assessment system introduced in Ukraine are congruent with the European Credit Transfer System (ECTS). This is a student-centred system based on the student workload required to achieve certain objectives, which are specified in terms of learning outcomes and competencies to be acquired. The introduction of ECTS in Ukraine takes the national education system towards the objectives of the Bologna Process and is supposed to foster Ukrainian students' mobility within Europe.

The ESP course has been designed for students with *B1 proficiency level on entry*. Students' target *proficiency level on exit* is expected to be *B2*. In order to more practically orient learners, help them profile their main language skills and decide on which level they might look at a checklist of more detailed descriptors of their particular proficiency level, we present an abstract from the CEFR self-assessment grid for B1 and B2 levels.

**Table 2.** *CEFR: self-assessment grid for B1-B2 proficiency levels*

	<b>B1</b>	<b>B2</b>
<b>Listening</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect
<b>Reading</b>	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose
<b>Spoken Interaction</b>	I can deal with most situations likely to arise whilst traveling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events)	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views
<b>Spoken Production</b>	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or a film and describe my reactions	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
<b>Writing</b>	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences

Thus, the two-year ESP course offered for those students of Ukrainian Academy of Banking of the National Bank of Ukraine who major in International Economics covers the B1-B2 learning/training gap and ensures that undergraduates in this specialism become *independent users* of English by the end of the course.

The total of 684 hours (19 credits) is allotted for the course with 312 academic contact hours and 372 hours for self-study, the latter being treated as an integral part of the course. Hours allotted for self-study fall into teacher guided private study (PS) hours and individual self-study (SS) hours which are methodologically supported by the teacher designed guidelines. The per-semester schedule is presented in Table 3 below.

**Table 3.** *The ESP course: per-semester schedule*

Semester	No. of Contact Hours	No. of Self-study Hours	Total No. of Hours	No. of Credits
I	80	100 (32 PS + 68 SS)	180	5
II	64	80 (32 PS + 48 SS)	144	4
III	84	96 (34 PS + 62 SS)	180	5
IV	84	96 (34 PS + 62 SS)	180	5
<b>Total</b>	<b>312</b>	<b>372 (132 PS + 240 SS)</b>	<b>684</b>	<b>19</b>

According to the National ESP Curriculum, an ESP course at each qualification level is structured into modules created at the discretion of a university. Language teaching/learning may then be realized in different practical forms in order to develop linguistic repertoires according to learner specialisms, needs, life plans. The course modules are logical, complete and self-contained meaningful parts of a subject discipline that focus on generic job-related skills, situations and areas common to all professionals, irrespective of their specialisms (ESP: National Curriculum for Universities, 2004).

Within the academic context of the Ukrainian Academy of Banking of the NBU the ESP course for students of International Economics is structured into 4 modules and represented in the following way.

**Table 4. ESP course: internal framework**

<b>Module No.</b>	<b>Module Title</b>	<b>No. of Credits</b>	<b>No. of Contact Hours</b>	<b>No. of Self-study Hours</b>	<b>Form of Assessment</b>
1	Socializing	5	80	100 (32 PS + 68 SS)	Module test (written + oral)
2	Telephoning	4	64	80 (32 PS + 48 SS)	Module test (written + oral)
3	Presentations	5	84	96 (34 PS + 62 SS)	Module test (written + oral)
4	Business Meetings	5	84	96 (34 PS + 62 SS)	Module test (written + oral)
	<b>Total</b>	<b>19</b>	<b>312</b>	<b>372</b> <b>(132 PS + 240 SS)</b>	<b>Final exam</b> <b>(written / oral)</b>

### ***OUTCOMES AND ASSESSMENT***

The ESP Syllabus for students of International Economics has been designed to ensure the match between students' needs, the declared objectives and the European requirements to levels of language proficiency. The in-house *learning outcomes* are based on the learning objectives specified above. The *assessment system* of the ESP Syllabus for students of International Economics aims at:

- providing valid and reliable instruments to measure students' achievements in mastering the English language in accordance with the specified objectives and the target level on exit (B2);
- encouraging a backwash effect on the process of teaching and learning Business English in the educational context of the Ukrainian Academy of Banking of the National Bank of Ukraine;
- familiarising Academy students of International Economics with assessment criteria and methods of self-assessment.

The assessment system employed:

- places focuses of assessment in line with Syllabus aims;
- correlates with CEF proficiency requirements;
- is communicative and skills-based (while not neglecting the need for clarity and accuracy);
- includes both formative (in-course) and summative (end-of-course) elements;
- is organic and subject to further development as appropriate.

The assessment scheme used includes the following types of assessment.

**Assessment on entry** is conducted in the form of the in-house standardized Placement Test administered at the very beginning of the course to facilitate streaming with the first-year students and diagnose the level of learners' proficiency on entry.

**Self-assessment** is used as a benchmark for student's further language progress. This type of assessment enables learners to measure their own communicative and linguistic proficiency as well as the degree of their overall progress at a particular stage and in the process of performing individual learning tasks.

**Formative assessment** is done during a course, and provides the opportunity for immediate evidence of student learning progress in a particular module (*end-of-module test*) or at a particular point in it. The test can be written, oral or combined type depending on the nature of the module.

**Summative assessment** is conducted at the end of the 2<sup>nd</sup> academic year and administered as a combined type (written + oral) achievement test designed to measure how well students have met the ESP course aims and objectives, i.e. achieved the learning outcomes at the required level. **Written test** comprises 4 papers aiming to measure students' *perceptive skills* (Listening and Reading), *skills of written production and written interaction* (Writing) and *linguistic competence* (Language Use). Students' skills of *spoken production and spoken interaction* are measured within the framework of **oral test of Speaking**.

*Productive skills* (Writing and Speaking) are measured according to *rating scales*. Major criteria employed in assessing Writing and Speaking are presented in Tables 5, 6 and 7 below.

**Table 5. Writing Rating Scale (learners' version)**

SCORE	CRITERIA			
	TASK ACHIEVEMENT	COHERENCE AND COHESION	GRAMMAR	VOCABULARY
<b>9-10</b>	<ul style="list-style-type: none"> <li>- All content points fully elaborated</li> <li>- Meets text type requirements completely</li> </ul>	<ul style="list-style-type: none"> <li>- Fully coherent text</li> <li>- Text cohesive on both sentence and paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>- Wide range of structures</li> <li>- Occasional inaccuracies that do not hinder/disrupt communication</li> </ul>	<ul style="list-style-type: none"> <li>- Wide range of general and professional vocabulary</li> <li>- Accurate vocabulary communicating clear ideas</li> <li>- Fully relevant to content</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>- Most content points elaborated</li> <li>- All content points mentioned</li> <li>- Occasional inconsistencies in text type requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Good sentence-level cohesion</li> <li>- Text mostly coherent and cohesive on paragraph level</li> </ul>	<ul style="list-style-type: none"> <li>- Good range of structures</li> <li>- Occasional inaccuracies that hinder/disrupt communication</li> </ul>	<ul style="list-style-type: none"> <li>- Good range of general and professional vocabulary</li> <li>- Occasionally inaccurate vocabulary communicating mainly clear ideas</li> <li>- Overall relevant to content</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>- Many content points elaborated</li> <li>- Most content points mentioned</li> <li>- Some inconsistencies in text type requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Text cohesive enough on sentence level</li> <li>- Occasional lack of paragraph-level coherence and cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate variety of structures</li> <li>- Some inaccuracies that hinder/disrupt communication</li> </ul>	<ul style="list-style-type: none"> <li>- Fair range of vocabulary</li> <li>- Frequently inaccurate vocabulary communicating some clear ideas</li> <li>- Occasionally irrelevant to content</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>- Some content points elaborated</li> <li>- Many content points mentioned</li> <li>- Many inconsistencies in text type requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Some sentence-level cohesion</li> <li>- Frequent lack of paragraph-level coherence and cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- Limited range of structures</li> <li>- Frequent inaccuracies that hinder/disrupt communication</li> </ul>	<ul style="list-style-type: none"> <li>- Limited range of vocabulary</li> <li>- Frequently inaccurate vocabulary communicating few clear ideas</li> <li>- Occasionally relevant to content with some chunks lifted from prompt</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>- No content point elaborated</li> <li>- Some content points mentioned</li> <li>- Does not meet text type requirements</li> </ul>	<ul style="list-style-type: none"> <li>- Text not coherent</li> <li>- Lack of sentence- and paragraph-level cohesion</li> </ul>	<ul style="list-style-type: none"> <li>- No range of structures</li> <li>- Mostly inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>- No range of vocabulary</li> <li>- Mostly inaccurate vocabulary communicating ideas that are not clear enough</li> <li>- Mostly irrelevant to content with several chunks lifted from prompt</li> </ul>
<b>0</b>	No assessable language	No assessable language	No assessable language	No assessable language

**Table 6. Writing Rating Scale: guidelines for learners**

CRITERIA FOR ASSESSMENT	CHECK	MAKE SURE
<b>TASK ACHIEVEMENT</b>		
	<p><i>Depth of coverage</i></p> <ul style="list-style-type: none"> <li>- Which content points are elaborated?</li> <li>- Which content points are mentioned?</li> </ul> <p><i>Text type requirements – task specific</i></p> <p>Are the text-specific conventions observed?</p>	<ul style="list-style-type: none"> <li>- Content points elaborated with the most detail, not just mentioned briefly.</li> <li>- Thoughts and ideas are relevant and original. There are no irrelevant parts that do not belong in the text.</li> <li>- Stylistically appropriate (formal / informal) language is used.</li> <li>- Layout conventions of the text type are observed</li> </ul>
<b>COHERENCE AND COHESION</b>		
	<p><i>Organization and linking of ideas</i></p> <ul style="list-style-type: none"> <li>- Is the script coherent?</li> <li>- Is the script cohesive?</li> </ul> <p><i>Paragraphing</i></p> <p>Does the script need to be and is it divided into paragraphs?</p> <p><i>Punctuation</i></p>	<ul style="list-style-type: none"> <li>- Ideas are clearly organized and follow one another logically.</li> <li>- The relationship between sentences and their parts are marked clearly and correctly.</li> <li>- The linking devices used are varied and appropriate.</li> <li>- Ideas are organized in the way that one subtopic is developed into one paragraph</li> <li>- Paragraphs are properly indicated: they are either block or indented</li> <li>- The relationship between paragraphs are marked clearly and correctly.</li> <li>- Appropriate punctuation marks are used correctly</li> </ul>
<b>GRAMMAR</b>		
	<p><i>Grammatical range</i></p> <p>Is there a range of grammatical structures?</p> <p><i>Grammatical accuracy</i></p> <p>Is the grammar correct?</p>	<ul style="list-style-type: none"> <li>- Variety of grammatical features (tenses, structures, modals, auxiliaries, etc.) is used.</li> <li>- Sentences and clauses are organized appropriately.</li> <li>- Specific mistakes don't reoccur.</li> <li>- Grammar leads to clear meaning and understanding of the ideas</li> </ul>
<b>VOCABULARY</b>		
	<p><i>Lexical range</i></p> <p>Is there a range of vocabulary items?</p> <p><i>Lexical accuracy</i></p> <p>Is the vocabulary used accurately?</p> <p><i>Lexical relevance</i></p> <p>Is the vocabulary relevant to the topic(s) specified in the task?</p>	<ul style="list-style-type: none"> <li>- Variety of words and expressions is used.</li> <li>- Words are used accurately in terms of both meaning and spelling.</li> <li>- The vocabulary used is relevant to the topic and text type.</li> <li>- The words and expressions used are not completely lifted from the wording of the task</li> </ul>

**Table 7. Speaking Assessment Scale (learners' version)**

SCORE	CRITERIA			
	COMMUNICATIVE IMPACT	GRAMMAR AND COHERENCE	VOCABULARY	SOUNDS / STRESS/ INTONATION
	You ...	You ...	Your vocabulary ...	You ...
<b>9-10</b>	<ul style="list-style-type: none"> <li>- make entirely natural hesitations when searching for ideas;</li> <li>- participate with ease without requiring additional prompting;</li> <li>- contribute fully and effectively to the communication</li> </ul>	<ul style="list-style-type: none"> <li>- use wide range of structures;</li> <li>- use accurate grammar;</li> <li>- make fully coherent contributions</li> </ul>	<ul style="list-style-type: none"> <li>- has wide range;</li> <li>- is fully appropriate</li> </ul>	<ul style="list-style-type: none"> <li>- are understood with ease</li> <li>- use accurate and appropriate sounds and stress;</li> <li>- use a wide range of intonation to convey meaning effectively</li> </ul>
<b>7-8</b>	<ul style="list-style-type: none"> <li>- make mostly natural hesitations when searching for ideas;</li> <li>- require no additional prompting;</li> <li>- in general contribute effectively to the communication</li> </ul>	<ul style="list-style-type: none"> <li>- use good range of structures;</li> <li>- make occasional minor mistakes only;</li> <li>- make adequately coherent contributions</li> </ul>	<ul style="list-style-type: none"> <li>- has appropriate range;</li> <li>- is generally appropriate with isolated inappropriacies</li> </ul>	<ul style="list-style-type: none"> <li>- are understood easily with isolated difficulties;</li> <li>- use mostly accurate and appropriate sounds and stress;</li> <li>- use an adequate range of intonation to convey meaning effectively</li> </ul>
<b>5-6</b>	<ul style="list-style-type: none"> <li>- often make hesitations in order to search for language;</li> <li>- in general require no additional prompting;</li> <li>- contribute sufficiently to the communication, occasionally making irrelevant contributions</li> </ul>	<ul style="list-style-type: none"> <li>- use sufficient but somewhat limited range of structures;</li> <li>- make occasional major and minor mistakes;</li> <li>- make mostly coherent contributions with occasional inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>- has sufficient but somewhat limited range;</li> <li>- is generally appropriate with occasional disturbing inappropriacies</li> </ul>	<ul style="list-style-type: none"> <li>- are understood with some strain;</li> <li>- make mistakes in sounds and stress that occasionally affect comprehensibility;</li> <li>- use a limited range of intonation to convey meaning effectively</li> </ul>
<b>3-4</b>	<ul style="list-style-type: none"> <li>- frequently make intrusive hesitations when searching for language;</li> <li>- require additional prompting;</li> <li>- frequently make irrelevant contributions</li> </ul>	<ul style="list-style-type: none"> <li>- use limited range of structures</li> <li>- make occasional major and frequent minor mistakes</li> <li>- make coherent contributions with frequent inconsistencies</li> </ul>	<ul style="list-style-type: none"> <li>- has limited range;</li> <li>- is frequently inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>- are understood with strain;</li> <li>- make frequent mistakes in sounds and stress that affect comprehensibility;</li> <li>- make little use of intonation to convey meaning</li> </ul>
<b>1-2</b>	<ul style="list-style-type: none"> <li>- constantly make intrusive hesitations when searching for language;</li> <li>- constantly require additional prompting;</li> <li>- contribute little to the communication</li> </ul>	<ul style="list-style-type: none"> <li>- use very limited range of structures;</li> <li>- make frequent major and minor mistakes;</li> <li>- make mainly incoherent contributions</li> </ul>	<ul style="list-style-type: none"> <li>- has very limited range;</li> <li>- is mostly inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>- are understood with constant strain;</li> <li>- mostly use sounds and stress that are difficult to understand;</li> <li>- use a very limited range of intonation to convey meaning</li> </ul>
<b>0</b>	No assessable language	No assessable language	No assessable language	No assessable language

## MODULE “SOCIALIZING”: INTERNAL FRAMEWORK

This module is expected to serve double purpose. On the one hand, it has been designed to encourage and help students of International Economics to bridge their proficiency gap through improving their General English knowledge and mastering General communication skills. On the other hand, we claim that materials designed for this module and teaching techniques applied will develop students’ specialist language knowledge and professional communication skills needed in the real professional world.

**Module Aim** is to develop students’ ability to hold social conversations with business contacts.

**Module Objectives** are defined in terms of three major areas: students’ *language skills*, *language knowledge* and their *socio-linguistic and pragmatic competences*.

### *Language Skills*

The module places special emphasis on spoken interaction. It seeks to develop the learners’ key skills of communicating positively and appropriately in a variety of social situations. The module also aims at building students’ confidence in their ability to deal with these situations. Skills such as handling visitors, building relationships, developing conversations, and responding adequately are in the focus of this module. The *areas* likely to be identified here are as follows:

- developing skills in social communication, including language for travel, restaurants and general social contact. This includes listening and speaking, and, in some cases, reading documents such as public signs, menus, timetables, etc.;
- developing skills for discussion around topics of common interest.

Thus, by the end of the module *students will be able to*:

- welcome a visitor;
- introduce themselves and somebody else and respond to introductions appropriately;
- greet a visitor, say good-bye and respond adequately to greetings and farewells;
- open small talk and keep the conversation going smoothly on a variety of topics of common interest (weather, travel, accommodation, jobs, family, spare time, origins, politics, economics);
- order food at a business lunch and hold restaurant talk effectively;
- make, accept and refuse offers/requests;
- display adequate verbal behaviour in a variety of social contacts (thanking, apologizing, inviting, asking permission, exchanging news, agreeing/ disagreeing, giving good wishes, showing appreciation, offering opinions, making comments, complimenting).

## ***Language Knowledge***

Such language areas as introductions, greetings, farewells, small talk, offers, asking and responding to questions are presented and practised in this module. Thus, by the end of this module *students will have a working knowledge of:*

- core grammatical structures and rules of English syntax needed to establish and keep social contacts effectively and to understand and produce conversations in everyday and professional areas;
- language forms appropriate to formal and informal social contacts;
- good range of relevant vocabulary needed to hold social contacts in a variety of everyday and job-related situations.

## ***Socio-linguistic and Pragmatic Competence***

Development of students' cultural awareness as well as their understanding of the impact that interlocutors' cultural background produces on social interaction is an integral part of this module. Thus, by the end of this module *students will be able to:*

- understand how core patterns of social behavior in everyday and business environment differ from culture to culture;
- know rules of how people should interact in a variety of social contexts (recognize and use appropriate gestures and body language, maintain eye contact, observe appropriate personal space, etc.);
- behave and react appropriately in common social situations;
- display cultural sensitivity while holding social conversations.

**Module Content** is presented in the Table below through detailed description of:

- social *situations* business contacts most typically occur in;
- *socializing skills* students are expected to acquire;
- recommended *exponents* necessary “to equip” students with appropriate language means so they could effectively perform certain *functions* while holding social conversations.



			<p>What line are you in?  I'm in computing. (industry)  I'm in marketing. (function)</p> <p>How long have you been with them?  Do you like it?  Are they a good employer?  Is the job interesting? (more personal questions)  How's business?</p> <p>- Talking about family  Are you married?  What does your wife / husband do?  Do you have any children?  How old are they?  Are they at school / at college/ working?  Do they still live at home?</p> <p>- Talking about spare time  What do you do in the evenings / at weekends?  Where do you spend your holidays?  What do you do in your spare time?  Do you like films / gardening / walking / sport?</p> <p>- Talking about origins  Where do you come from?  Where were you brought up?  How young were you when you moved to ... ?  Which part of ... were you born in?</p> <p>- Complimenting  That was excellent / delicious / very good.  Well done! / Good effort!  You're looking very nice / great / beautiful.</p> <p>- Comments about a job  That must be rewarding / hard / demanding / exciting / dull / boring / exhausting / frustrating / challenging work.</p> <p>- Comments about a film / show / play  That was terrific / well-acted / absorbing / intriguing / disappointing / boring / awful.</p> <p>- Comments about a person at work  (S)he's competent / hard-working / meticulous / methodical / conscientious / demanding / serious / lazy.</p> <p>- Comments about a person socially  (S)he's easy-going / chatty / talkative / extrovert / has a (good) sense of humour / interesting / good company.  (S)he's shy / quiet / introvert / hard to get to know</p>
	Showing appreciation, offering opinions, making comments		

	Choosing and developing topics of conversation	<ul style="list-style-type: none"> <li>- Comments about a subject / piece of news</li> <li>- Comments about a joke</li> <li>- Introducing a topic</li> <li>- Changing / ending a topic</li> <li>- Introducing an "agenda"</li> <li>- Digressing</li> <li>Checking and clarifying</li> </ul>	<p>That's fascinating / surprising / astonishing / incredible / interesting.</p> <p>It's upsetting / shocking / disturbing / depressing / worrying.</p> <p>That's funny / hilarious / not very funny / not a good joke / in bad taste.</p> <p>I'm glad I bumped into you. I wanted to ask you about ...</p> <p>While we're on the subject, ...</p> <p>I just wanted to mention ...</p> <p>You know you mentioned ... ?</p> <p>Anyway, let's talk about something else. So, let's leave that.</p> <p>Changing the subject for a moment ...</p> <p>There were a couple of points I wanted to mention ...</p> <p>The other point was ...</p> <p>There's just one thing I wanted to say ...</p> <p>By the way ...</p> <p>Talking of ...</p> <p>That reminds me ...</p> <p>Do you see what I'm getting at?</p> <p>Is that clear?</p> <p>Do you mean ... ?</p> <p>So are you saying ... ?</p>
<b>Everyday meetings</b>	Establishing a positive contact	<ul style="list-style-type: none"> <li>- Greetings</li> <li>- Responses to greetings</li> <li>- Requests (favours)</li> <li>- Positive responses to requests</li> <li>- Negative responses to requests</li> </ul>	<p>Hello. / Hi. / Good morning. / Good afternoon.</p> <p>How are you?</p> <p>How are things?</p> <p>Nice to see you again. (after a long gap)</p> <p>Fine, and you?</p> <p>Not so bad. How are you?</p> <p>I wondered if you could...</p> <p>Would you mind ... -ing ... ?</p> <p>Could you ... ?</p> <p>I've got a favour to ask you. Could you ... ?</p> <p>Sure. / Certainly.</p> <p>Not at all. / It would be a pleasure.</p> <p>I suppose so.</p> <p>Well ... that's not so easy / a bit of a problem.</p> <p>I would if I could, but I can't.</p> <p>I'd love to, but ... . Thanks anyway</p>

	Showing visitors around	<p>- Describing position</p> <p>- Giving directions</p> <p>- Asking for directions</p>	<p>The office is near the station. (It's only two minutes on foot.) It's in / on Liberty avenue, on the corner, on the left. It's next to the post-office. (They are side by side.) And it's opposite / across from the bank. (On the other side of the road.)</p> <p>The restaurant is on the second floor. The business centre is above the restaurant, on the third floor. Reception is below the restaurant, on the first floor.</p> <p>I can't move my car, because it's between two other vehicles. There's a lorry parked in front of me, so I can't go forward. And there's a bus behind me, so I can't go back.</p> <p><i>Come out of</i> the General Post Office on Eighth Avenue, - <i>turn left into / onto</i> Eighth Avenue. - <i>go along / up / down</i> Eighth Avenue. - <i>and take the first right onto</i> West 33rd Street.</p> <p><i>Walk past</i> Madison Square Garden and Penn Station, - <i>go across</i> Seventh Avenue, Avenue of the Americas, and Broadway. - <i>go into</i> the last building on the left. - <i>and take the lift (US elevator)</i> to the 102nd floor.</p> <p>Excuse me. How can I get to the church ? (How do I get to ... ?) Where's (the) police station? Can/could you tell me how to get to the bank? I'm looking for Church Road. I need to buy some aspirin. Is there a chemist here?</p>
<b>Eating out</b>	Arranging a restaurant talk	- Asking for information	<p>What would you like (to drink)? What do you want? What do you recommend? What exactly is that?</p>

		<p>- Recommending items on the menu</p> <p>- Stopping the guest choosing the dish</p> <p>- Accepting dishes</p> <p>- Declining dishes</p> <p>- Ordering</p> <p>- Complaining</p>	<p>This is their standard menu ... ... and those are the specials. Let me know if you want me to explain anything. I suggest ... / recommend ... . You could try ... . That's very good here. I thought you might like to try the local specialty. It's a local dish. It's made of ... . And it comes with ... . It's very spicy. This is really something very special. It's a crisp, dry wine with a delicate bouquet. And it goes very well with fish. You'll (really) like / enjoy / love it. Is there anything you don't eat? How about ... ? (That's not too fattening.)</p> <p>You might not like it. It's rather unusual / a little exotic. I think you'd prefer something else. Really, I think you should try something else. Perhaps you'd like something more typically English / a bit lighter.</p> <p>That sounds nice. Just a fruit juice or something for me. Maybe just a glass for me. Could we order some mineral water too?</p> <p>I'm allergic to mussels. That sounds nice, but isn't it a little too heavy? Better not. I'm on a (special) diet. Well, I can't eat anything fried. In fact, no fat at all. Nothing made of ... (pastry) or ... (cooked in oil). I can only have grilled. ... (seafood) doesn't agree with me.</p> <p>To start ... / as a starter ... . To follow ... / as a main course ... . For dessert ... I'd like / I'll have ... . Shall we order a bottle of the house red?</p> <p>Excuse me ... . I think this bill is wrong. That's not what I ordered. Can you change it?</p>
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		- Paying	Do you take (Visa cards?) Shall we split the bill? I'm paying. This is on me. Please, I insist. You are my guest. Is service included? Can I have a bill / receipt please?
<b>Making arrangements</b>	Understanding and responding to invitations	- Inviting  - Accepting the invitation  - Declining the invitation  - Discussing time  - Discussing place  - Discussing number  - Confirming arrangement	We'd like to invite you ... Would you like to come to ... ? We wondered whether you would come to ... ? What about ... ?  Thank you ... I'd love to. That would be nice. I'd be delighted. That sounds good. It's OK with me.  I'd love to, but ... I'm sorry, but I've got another engagement. I'm afraid I can't come. I'm going to ...  Would Tuesday evening suit you? What sort of time? Shall we say /make it 8 o'clock? / Let's say 8 for 8.30. Is it far?  What's the best way of getting there? I'd recommend you to take a taxi. I'll send you / give you a map.  It'll just be the four of us. We've invited a few friends. There'll be six people there. There'll be another couple from...  So, that's 7.30 on Wednesday? Let me just confirm that. Tuesday at 8.00, at your place. I look forward to that / to seeing you
<b>Saying good-bye</b>	Wishing farewell	- Closing signals	I'm afraid I must go, otherwise I'll miss my flight. I really have to leave now. I should be thinking about going. Well, I'd better be off

		- Closing remarks	It's been a pleasure working with you. On behalf of all of us, I'd like to say ... It's going to be sad to see you go. We'll all be sorry to see you leave. I hope we'll see you again soon.
		- Establishing future contacts	I'm sure we'll be seeing each other again soon. I look forward to seeing you next ... Keep in touch. Give me a ring next time you are in ...
		- Exchanging contact information	Let me give you my card. Have you got my phone number / address / e-mail? I don't have a card on me. I'll just write down my phone number. You can reach me on ... Let me give you my home number.
		- Farewell wishes	Safe journey. Drive carefully. Have a good trip (weekend) / a nice day. Take care. Bye / Good-bye / See you soon.
		- Responding to farewell wishes	Thanks. You too. / Same to you. Hope so too. / Me too. / So do I

## UNIT 1. YOUR BUSINESS PARTNERS' WHEREABOUTS

DO YOU KNOW THAT >>> ?

- ❖ The highest calorie-consuming countries are: Ireland, Greece, Cyprus, Usa, Spain.
- ❖ The first country to have TV was the UK in 1936, followed by the USA in 1939.
- ❖ The top five tea-drinking countries are: Irish Republic, UK, Kuwait, Turkey, Qatar. Coffee: Norway, Denmark, Finland, Austria, Belgium / Luxembourg. Alcohol: Luxembourg, France, Portugal, Hungary, Spain.
- ❖ Norway spends more on books and music per head than any other country. Other big spending countries are Switzerland, Germany, Belgium, and Japan.
- ❖ In Europe, Austria has most satellite dishes, Belgium most cable users, the UK most video and Internet users, and Italy most TVs.
- ❖ The top 5 American fears are: public speaking, heights, insects and bugs, financial problems, and deep water.
- ❖ The shortest regular scheduled flight is operated by Loganair from Papa Westray to Westray, Orkney (Scotland). The total journey takes two minutes.
- ❖ The richest countries in the world (Gross Domestic Product per capita) are Switzerland, Luxembourg, and Japan. The USA, Germany, and Japan have more dollar billionaires than any other countries.
- ❖ In the first world Sweden, New Zealand, and Canada have the highest crime rates.
- ❖ The countries with the longest annual holidays are Austria and Belgium, with 30 days each.
- ❖ The longest road network is in the USA, and the most crowded in Hong Kong. The highest car ownership is in Luxembourg, and the highest road accident rate is in Malawi.
- ❖ The wettest inhabited place in the world is Buenaventura (Chile), the driest Aswan (Egypt), the hottest Djibouti (Djibouti), and the coldest Norilsk (Russia).
- ❖ The favourite postings of American diplomats are: Cape Town, Gaborone, Florence and Rome, Paris, Prague, Santiago, Vancouver, and Wellington.

➤ **Using “the”**

Most names of countries are used without “the”, but some countries and other names have “the” before them, e.g. *the USA, the United Kingdom / UK, the Commonwealth*. Some countries may be referred to with or without “the”, e.g. *(the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan*.

➤ **Adjectives referring to countries and languages**

- with – **ish**: *British, Irish, Flemish, Danish, Turkish, Spanish*
- with – **(i)an**: *Canadian, Brazilian, American, Russian, Australian*
- with – **ese**: *Japanese, Chinese, Burmese, Maltese, Taiwanese*
- with – **i**: *Israeli, Iraqi, Kuwaiti, Pakistani, Yemeni, Bangladeshi*
- with – **ic**: *Icelandic, Arabic*
- other *Swiss, Thai, Greek, Dutch, Cypriot*

➤ **Nationalities**

- When you are talking about people in general from a particular country, there are some nationalities that you can make plural with an ‘s’, but others can only be formed with the definite article (and no plural’s’):

<i>Brazilians</i>	<i>The British</i>
<i>Germans</i>	<i>The French</i>
<i>(The) Italians are (usually very...)</i>	<i>The Swiss are (usually very ...)</i>
<i>Russians</i>	<i>The Dutch</i>
<i>Israelis</i>	<i>The Japanese</i>

- With both groups you can also use the word “people”: *British people, German people, etc.*
- Some nationalities have nouns for referring to people, e.g. *a Finn, a Swede, a Turk, a Spaniard, a Dane, A Briton, an Arab*. For most nationalities we can use the adjective as a noun, e.g. *a German, an Italian, a Belgian, a Catalan, a Greek, an African*. Some need woman/man/person added to them (e.g. you can’t say “a Dutch”), so if in doubt, use them, e.g. *a Dutch man, a French woman, an Irish person, an Icelandic man, a Japanese person, a Swiss man, etc.* (but *a Brazilian, an Israeli, a Russian*).

➤ *Who speaks what where?*

<b>Country</b>	<b>Nationality</b>	<b>Language</b>
Germany	German	German
France	French	French
Italy	Italian	Italian
Spain	Spanish	Spanish
Britain	British	English
Portugal	Portuguese	Portuguese
Japan	Japanese	Japanese
Korea	Korean	Korean
China	Chinese	Mandarin (also Cantonese)
Thailand	Thai	Thai
Australia	Australian	English
The USA	American	English
Saudi Arabia	Saudi Arabian	Arabic
Brazil	Brazilian	Portuguese
Sweden	Swedish	Swedish
Switzerland	Swiss	Swiss-German, French, Italian
Egypt	Egyptian	Arabic
Holland	Dutch	Dutch
Mexico	Mexican	Spanish
Russia	Russian	Russian
Israel	Israeli	Hebrew
Greece	Greek	Greek
Turkey	Turkish	Turkish
Argentina	Argentinian	Spanish

**EXERCISES**

1. *Insert letters into the spaces to reveal the names of countries. Then write the nationality in the second column, and the name of the principal / official language spoken in each country in the third column.*

*Example: Ukraine ↔ (the)Ukrainians ↔ Ukrainian.*

<b>Country</b>	<b>Nationality</b>	<b>Language</b>
1. ...wede...		
2. ...itzerlan...		
3. ...urke		
4. ...enmar...		
5. ...ustri...		
6. ...exic...		
7. ...gyp...		
8. ...olan...		
9. ...hailan...		
10. ...ale...		

2. All these nationality adjectives have a change in stress and/or pronunciation from the name of the country. Make sure you can pronounce them. Use a dictionary for any you don't know.

Example: Iran → Iranian /iˈreɪniən/

- Panama → Panamanian
- Cyprus → Cypriot
- Ghana → Ghanaian
- Jordan → Jordanian
- Egypt → Egyptian
- Fiji → Fijian

3. What would you call a person from each of these cities?

Example: Algiers – an Algerian, Ankara – a Turk

- Baghdad
- Belgrade
- Cairo
- Dublin
- Khartoum
- Manila
- Pretoria
- Seoul
- Bamako
- Brussels
- Caracas
- Havana
- Kuala Lumpur
- Moscow
- Riyadh
- Sofia
- Bangkok
- Bucharest
- Dakar
- Jakarta
- Lagos
- Oslo
- Rome
- Tehran
- Bogotá
- Budapest
- Delhi
- Karachi
- Lima
- Prague
- Sao Paolo
- Vienna

4. Complete the sentences with the names of the countries.

Example: Kyiv is the capital of Ukraine.

<ul style="list-style-type: none"> <li>• Bangkok</li> <li>• Buenos Aires</li> <li>• Ankara</li> <li>• Seoul</li> <li>• Cairo</li> </ul>	<p>is the capital of ...</p>	<ul style="list-style-type: none"> <li>• Riyadh</li> <li>• Athens</li> <li>• Tel Aviv</li> <li>• Stockholm</li> <li>• Lisbon</li> </ul>	<p>is the capital of ...</p>
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5. Complete each sentence below with the name of the people from the country in the box.

Examples: I've worked a lot with *Germans*.

I've spent a lot of time with *the French*.

<ul style="list-style-type: none"> <li>• Japan</li> <li>• Israel</li> </ul>	<ul style="list-style-type: none"> <li>• Brazil</li> <li>• Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Switzerland</li> <li>• Greece</li> </ul>
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1. Doing business with ... requires patience.
2. ... are usually hard-working.
3. I have always found ... very friendly.
4. People often say that ... are reserved.
5. ... are very organized.
6. Family is a rather safe small talk topic with ... .

6. *Correct mistakes in the following newspaper headlines.*
- *Madonna to marry a French? Hollywood sensation!*
  - *Britains have highest tax rate in EC*
  - *Vietnamese refugees leave Hong Kong campus*
  - *Police arrest Danish on smuggling charge*
  - *Iraqian delegation meets Pakistanian President*

### **TEST YOURSELF ON COUNTRIES, NATIONALITIES AND LANGUAGES**

1. *WORLD QUIZ: answer the following questions.*
- Name three countries where the first language is English.
  - Name at least five of fifteen countries that have a border with China.
  - Which European languages are spoken in these countries: *Brazil, Argentina, Mexico, Canada, Morocco, Indonesia?*
  - What are people from Holland called?
  - Name three languages spoken in Switzerland.
  - What language is spoken in Saudi Arabia?
  - What nationality are people from Sweden?
  - Which of these countries has/have a coast: *Algeria, Bolivia, Hungary, Thailand?*
  - What is the first language in Israel?
  - Where do people speak Mandarin?
  - Which countries, strictly speaking, are in Scandinavia?
  - What are the five countries with the highest population?
  - How many languages are there in the world?
  - Where is Kiribati?
  - Where do people speak Inuit?
  - What are the five most widely spread languages?
  - What are these countries and cities called in English: *Eire, Magyar, Deutschland, Suomi, Sverige?*
  - What are the capital cities of these countries: *Finland, Norway, Sweden, Denmark?*
2. *FAMOUS NAMES / BRANDS: can you name a famous ...*
- Chinese politician?
  - Black Southern African political figure?
  - Polish person who became a world religious leader?
  - Italian opera singer?
  - Irish rock-music group?
  - British band?

- Argentinian sportsman?
- Swiss watch brand?
- American author of books on communication?

3. *FOREIGN WORDS: Via international trade, the English language has adopted a lot of foreign words. Can you match these words with their language of origin?*

1) caravan	6) igloo	11) restaurant	16) vodka
2) clan	7) kangaroo	12) robot	17) yacht
3) coffee	8) kindergarten	13) saga	18) yak
4) curry	9) maize	14) sauna	19) zebra
5) goulash	10) piano	15) tea	20) zero

a) Native Australian	f) Gaelic (Scottish or Irish)	k) Turkish	p) Dutch
b) Eskimo	g) Tamil (India)	l) Cuban Spanish	q) Chinese
c) Hungarian	h) Czech	m) Icelandic	r) Russian
d) Persian	i) Finnish	n) Italian	s) Arabic
e) Tibetan	j) French	o) Congolese	t) German

4. *Where do these cars come from? What nationality is the driver?*

AL	BG	CRO	EW	H	I	MA	PY	RUS	SYR
AND	BY	C	EC	IS	J	MEX	PE	RSM	RC
RA	CDN	CY	FIN	IND	LV	MC	PI	SK	T
AUS	RCH	CZ	F	IR	FL	NL	PL	SLO	TR
A	TJ	DK	D	IRQ	LT	N	P	E	UA
B	CO	CD	GB	IRL	L	PAK	ZA	S	USA
BR	CC	ET	GR	IL	M	PA	R	CH	SCV

5. *What countries do you associate with these companies and products?*

Rolex	Coca Cola	Ferrari	Swatch
Benetton	Sony	Levi's	mobile phones

## UNIT 2. TRAVELLING AROUND THE WORLD

### DO YOU KNOW THAT >>> ?

- ❖ The number one fear of US travellers is the inability to communicate. The second is personal safety.
- ❖ Heathrow, London, handles more international traffic than any other airport. O'Hare, Chicago, is world's busiest airport with over 66 million passengers per year.
- ❖ Most Scandinavians don't tip taxi drivers, nor is there tipping on restaurant and hotel bills.
- ❖ To visit a Chinese home permission may be required from the government.
- ❖ When taking their leave English people used to *say God be with you*, which over the years became *goodbye*.
- ❖ The way people greet each other varies enormously around the world, from handshaking, hugging, or nose rubbing, to placing hands in a praying position.
- ❖ The habit of shaking hands may have been introduced by cave men. They would show that they were not hostile by dropping their club and offering their hand.
- ❖ Some Saudis wear two watches: one with Greenwich Mean Time and the other with Saudi Lunar Time.
- ❖ Some of the things that surprise visitors to the UK are: separate taps for hot and cold water, lack of bidets, the weather, the variety of restaurants, children not being welcome in restaurants, eating the evening meal as early as 5.00 pm, queuing, and the lack of conversation among people using public transport.
- ❖ The custom of 'designated drivers', who refrain from drinking alcohol at social gatherings, originated in Norway, where the laws against drink-driving are very harsh.
- ❖ The importance of punctuality varies widely from nation to nation. In some Mediterranean and Latin American countries, a half-hour delay is acceptable. In Scandinavia, guests are expected to arrive on time.
- ❖ Koreans take off their shoes before entering a home or restaurant.
- ❖ In western Europe, avoid giving your hostess red roses, as they have romantic implications. And don't give thirteen or an even number of flowers as this brings bad luck.

<b>STEP 1: GREETINGS</b>	<b>TIME TO LISTEN (1.1):</b> <i>Listen to the people describing how they greet each other in their countries. Which countries do you think they are from?</i> 1 ..... 2 ..... 3 .....
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*FOOD FOR THOUGHT 1: Discuss these questions with your partner:*

- Which method is closest to the way you greet people in your country?
- How much difference is there between formal and informal greetings and introductions in your country?
- Is there much difference between the way people from different generations greet each other?
- English uses *you* when addressing people both in formal and informal situations. Do you do the same in your language?

<b>STEP 2: LEASURE ACTIVITIES AROUND THE WORLD</b>	<b>TIME TO LISTEN (1.2):</b> <i>Listen to three people discussing leisure time activities in different countries. What are the most common socializing patterns in the cultures described? Complete the table below. Tick the activity typical for the country</i>
--	--

Ways to socialize	Indonesia	Holland	Finland	USA	UK	Italy
Going out socially						
Socializing inside						
Doing sports						
Going shopping						
Arranging house parties						
Enjoying 'do-it-yourself' activities						
Planning activities in advance						
Making gender differences						

*FOOD FOR THOUGHT 2: Discuss the following issues with the other members of your group.*

- How do you like to spend your leisure time?
- Are the activities mentioned above typical for people in your country?
- What are the national sports in your country? How often do you play or watch these sports?
- Is a sports event a good place to take your business partner?
- What socializing contexts would you choose to entertain your co-nationals and business contacts from abroad?

**STEP 3:  
HOSTING  
AT HOME**

*Read the passage about Arabian hospitality, written by an expert on Arabian culture. Think of the title you would suggest for the passage*

*One of the most important considerations in building a house in Arab countries is to guarantee that the residents of the house can't see their neighbours from any part of the house, thus ensuring the privacy of the neighbours.*

*When I visit the house of an Arabian relative or friend, the standing position I will take next to the house should ensure that when the house is open I can't see the inside of the house. Furthermore, I will not go inside until my host signals me to do so by extending his right hand with his palm up saying "Tafaddal" which means "come in".*

*In every Arabian house, there is a room called "Dewaniah" or "Majlis" for guest gatherings. Most of these Dewaniahs are for male visitors only. In some parts of the Arabian region men and women who are not directly blood related to each other or not married to each other don't mix.*

*It is customary when entering a Dewaniah to greet everyone by saying "Alsalamo-Alikom" and it is the equivalent of saying "hello". The floor in the Dewaniah is covered with Persian rugs and against the walls there are pillows to rest your back against. Attendants are seated in a circle to ensure that no one is facing someone else's back. Also, remember the rule that the soles of your feet should not point directly toward someone else.*

*Arabian culture stresses the importance of honouring guests and pampering them. The host will serve food in excessive quantities to ensure that every guest is fully satisfied. When Arabs receive gifts, it is a custom not to open it in front of the giver.*

*TIME TO LISTEN (1.3): Now listen to the conversation which takes place in a manager's home in the USA. Mark the following statements true (T), false (F) or not given (NG).*

1. While in US it's OK to be late for the dinner you've been invited to.
2. Giving directions to a guest might be helpful.
3. Complimenting doesn't agree with Americans.
4. Americans prefer beer to wine.
5. In the USA there is no strong dividing line between male and female responsibilities in householding.


*FOOD FOR THOUGHT 3: Compare the way Arabs and Americans host guests at home. Are their approaches different from hospitality patterns in your own country? Think about:*

- what you do and say before / when entering someone’s house;
- male / female greetings and relationships;
- formalities about how you should sit;
- drinks offered to guests;
- rituals;
- gifts.

<b>STEP 4: WHILE IN THE UK</b>	<i>How much do you know about social culture in the UK? Try to answer the following questions</i>
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- A. What should I avoid doing or saying while staying in the UK?
- B. Why are pubs so important to the British?
- C. Why do the British make a clear distinction between personal / social and business relationships?
- D. What is the difference between the United Kingdom, Great Britain and Britain, and when should I use each term?
- E. What *ice-breaking* conversation topics would the British welcome?
- F. How should I refer to UK nationals?
- G. What customs would the British expect newcomers to observe?
- H. How is the famous British politeness expressed?

*Now you are going to read the passage about social culture in the UK, which was prepared by Arthur Andersen’s International Executive Services. Choose the most suitable question from the list above (A-H) for each part (1-7) of the text. There is one extra question which you do not need to use.*

*Can you guess the meaning of the words and phrases in italics from the context they are used in? Discuss this with your partner.*

1. “The UK” is the term widely used to refer to the United Kingdom of Great Britain and Northern Ireland. The term “Great Britain” was used historically to differentiate it from Brittany in France, and refers to its larger size. “Great” is usually omitted in conversation.
2. Although you may well hear the English referring to nationals as “English”, avoid doing this as it could cause offence by excluding those of Scottish, Welsh or Irish ethnicity. The *slang* term “Brit” is roughly equivalent to “Yank”. The term “British” is widely acceptable.
3. “Please” and “Thank you” are used constantly. “Sorry” is used even if you brush up against someone on the train. Many expressions are used to show consideration: “I’m sorry to trouble you...”, “Would you mind very much if...?”

4. Pubs vary from the historic country pub to the high street “local”. It is not just a place to drink your favourite beer, but also a pivotal social centre. It is the place where social barriers and British reserve are broken down, the world’s problems are solved through heated debate, and firm friendships are created. Just be sure to pay for your round and never tip the barman.
5. The British take queues very seriously. Never jump in line or show impatience as waiting your turn is only fair play. Eventually we will get there so we “mustn’t grumble”. While you wait, you can chat about the weather, your garden or even your dog, but please don’t get too personal.
6. Even though the British will enjoy jokes at the royal family’s expense, it is not generally a good idea for a foreigner to criticize royalty. Other subjects *off limits* to criticism might include pubs, cricket, warm beer, and the BBC. Complex subjects such as Ireland or the enigmatic British class system should be approached more carefully, unless you are with good friends or in a pub! On meeting someone at a party, the first question should not be “What do you do?” or “Where did you go to school?”. The British also consider it bad form to “*blow your own trumpet*”, especially at a first meeting. Social kissing is acceptable but *bear hugs* might alarm some people. Never try to guess a person’s accent.
7. The weather is a universally safe topic. News topics, sports and cultural events, gardens, pets, and holiday or vacation plans all work well. The British often love to explain local historical sites and places of interest, and will be happy to give advice to newcomers on where to go and what to see.

<b>STEP 5: TIPPING</b>	<i>Below are the typical tips given in the USA for particular services. Fill in the third column. Then write a letter to a friend from the USA who is coming to visit your country. Make sure you give information about customs and habits in your country (e.g. tipping, public transport, checking into hotels, eating in restaurants, using the telephone)</i>
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Service	USA	Your country
- hotel chambermaid	\$ 1 per night or \$ 5-10 for longer stay	
- hotel bellhop	\$ 1 per bag; \$ 0,50 for opening and showing you the room	
- restaurant waiter / waitress	15 % of bill	
- taxi driver	15 % of fare, no less than \$ 0,25	
- barber’s / hairdresser’s	15 % of the cost, generally minimum of \$ 1	
- plane: in-flight personnel	none	

**STEP 6:  
TEST YOUR PROTOCOL**

*Mark the following statements true (T)  
or false (F)*

1. In Japan, you should pass your business card with your right hand.
2. It is uncommon for people in the Far East to use the word “no”.
3. Mrs Tau Pei Lin, a Chinese lady, asks you to call her by her first name. You should call her “Tau”?
4. In Europe, when kissing someone on an informal occasion you should give the person the following number of kisses:
  - a) Netherlands: 3
  - b) Italy: 2
  - c) Britain: 1
  - d) France: 4
  - e) Russia: 3
5. Men in Russia often walk arm in arm.
6. The floor at ground level in the USA is called the first floor not the ground floor.
7. Canadians don't mind being referred to as Americans.
8. Wales is part of England.
9. Making a circle with your thumb and forefinger, with the other fingers pointing up, is an international sign meaning “OK”.
10. Looking people straight in the eye (for a few seconds) is acceptable in all cultures.

## UNIT 3. BUSINESS BEHAVIOUR ACROSS CULTURES

DO YOU KNOW THAT >>> ?

- ❖ The first *protocols* were pieces of paper glued to documents by the ancient Greeks to register the author. Later the word came to mean “the code for proper behaviour in official dealings”.
- ❖ In France people attending a public ceremony used to be given a little ticket (*etiquette*) with instructions for how to behave during the ceremony.
- ❖ Japanese executives study American customs and business practices in the USA. Business etiquette in Japan is a \$700 million a year industry.
- ❖ Japan spends more on business entertainment than on defence – about \$36 b per year, an average of \$ 20 000 per company. This avoids vast legal expenses that might otherwise occur as a result of conflicts between business partners who do not socialize.
- ❖ Once the USA’s trade deficit was attributed to the fact that the captains of American industry had no idea how to deal with people who were different.
- ❖ In Turkey, business entertaining may be done at home, but it is more usually done in restaurants.
- ❖ Corporate hospitality’ – an evening at the theatre, for example – is more usual than gift-giving in British business life.
- ❖ Business cards were introduced in Britain in the 18th century. In Japan business cards should be exchanged with both hands.
- ❖ In some countries a person’s position in the company hierarchy is reflected in the kind of car they drive. In the UK, for example, the most important person may have a Rolls Royce, the next a Bentley, and so on.
- ❖ In the USA, 75 % of business takes place in an environment where table manners contribute to the success of a negotiation. There are even courses in table manners for corporate executives.
- ❖ As part of the recruitment process in some American companies, the candidate is taken to a restaurant where particularly difficult foods have been pre-ordered, in order to test his / her table manners.
- ❖ Traditionally, Spanish offices and stores often close between 1.30 pm and 4.30 pm for a siesta (a break in the middle of the day).

**STEP 1:  
BUSINESS  
TRAVEL  
TIPS**

*Read the tips for Americans preparing a business trip abroad. Mark \* those tips that you already know, and + those that you think would be a good idea to follow. Finally, write the 2 letters outlined in point 10*

1. Order an extra supply of business cards.
2. Set up your appointments weeks and months in advance and have them confirmed in writing. Unlike Americans, business people overseas do not check into a hotel and start making telephone calls for appointments.
3. Get a list of national and religious holidays around the world. You won't be able to conduct business on a day, or during a period, when a country is celebrating a holiday.
4. Arm yourself with the US State Department's Background Notes for each country you plan to visit. These are chock full of information on the history, form of government, economics, demographics, and other helpful information.
5. If at all possible, fly business class to any destination that requires more than four hours' flying time. The need to arrive as fresh and rested as possible is especially important in business.
6. Investigate the ATA Carnet system if you are planning to carry along commercial samples, advertising material, audiovisual material, medical or scientific equipment, or other tools of your trade. The United States is a member of this system, which permits business travelers to carry these materials into a country for temporary periods without paying duties, taxes, or posting a bond.
7. Dress conservatively.
8. Consider stowing away a few general purpose gifts.
9. Have any sales literature and price lists you plan to carry and distribute translated into the local language before you leave home.
10. Write two types of letters upon your return home:
  - thank-you notes for people who assisted or hosted you;
  - letters of confirmation to cover any agreements you made.

*FOOD FOR THOUGHT 1: Discuss these issues in small groups.*

- Have you ever experienced "culture shock"? If yes, what did you feel like?
- Is it important to know about other cultures? If so, how can you learn more?
- How much effort do you think your clients will make to adapt to your culture? And you to theirs?
- Which foreign cultures do you think are most similar to yours?
- Which foreign cultures do you think differ from yours most?

**STEP 2:  
BUSINESS  
CULTURE**

*The passages below describe business culture in three different countries. Try to guess which country each text describes. Fill the gaps in the texts (1-3) with the appropriate nationality words given in the box. There is one extra word that doesn't fit any passage*

**Russian(s)**

**Japanese**

**Swedish**

**Mexican(s)**

**1**

*For many ... (1), money isn't really as important as relationships. In the States we've always been taught not to do business with friends; ... (1) have always been taught not to do business with anyone but friends. Since the ... (1) can choose whom they want to do business with these days, they will almost always pick the person they genuinely like over the person they are merely acquainted with, even if the acquaintance has a better deal.*

**2**

*Three general comments will carry you a long way in dealing with ... (2). First, be courteous. Simple courtesy goes a long way, and the ... (2) remember little things. Second, be prepared for a slower pace - many ... (2), especially the older generation, do not like to be rushed. Third, respect the ...' (2) need for initial formality. After an hour or two, the ice will be broken and ... (2) will become warmer; but don't force it.*

**3**

*Foreign businessmen often find that their ... (3) colleagues talk too much business and too little about themselves or their interests. They might draw the conclusion that their partners are simply limited and ignorant. The ... (3) businessman, on the other hand, probably wishes his foreign business partner would cut the small talk and come to the point. The ... (3) see direct approach as a sign of efficiency and a wish not to waste the other person's time.*

**FOOD FOR THOUGHT 2:** Write brief answers to the questions below with reference to the working situation in your country. Then compare them with what other members of your group have produced.

- A. What is the typical structure of the workday? .....
- B. What is the dress code? .....
- C. How formal and hierarchical is the business style? .....
- D. What do employees look for in a boss? .....
- E. How do people address each other? .....
- F. What is the role of women in business? .....

**TIME TO LISTEN (2.1):** Now listen to an American business woman answering these questions. Match her answers (1-6) to the questions (A-H).

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 .....

**FOOD FOR THOUGHT 3:** Would you swap your working situation for the one described in the interview? Give reasons to support your ideas.

<p><b>STEP 3: CULTURAL DIFFERENCES</b></p>	<p>Books on multicultural management suggest that the world can be divided into three geographical groups:</p> <ol style="list-style-type: none"> <li>1. North America.</li> <li>2. Europe, Latin America, Middle East.</li> <li>3. Japan, China, East Asia.</li> </ol> <p><i>Try to match the groups to the descriptions below. Write the number (1-3) in the box</i></p>
--	--

**Company values**

- Group harmony, long-term relationships, loyalty, company reputation. 

<b>a</b>	
----------	--
- Trust between individuals, compromise, personal reputation. People work to live. 

<b>b</b>	
----------	--
- Competition between individuals, achievement, action, risk-taking, directness, informality, innovation. People live to work. 

<b>c</b>	
----------	--

**Business relationships**

- Friendly and informal, but a continuing personal relationship is not so important. Much business is done over the phone. 

<b>a</b>	
----------	--
- Done on a group basis, although relationships based on mutual respect are important. Often there is an older authority figure who rarely appears but has ultimate power. 

<b>b</b>	
----------	--
- Personal relationships are very important. Some time is needed to build trust before business can begin. Preference for doing business face-to-face. 

<b>c</b>	
----------	--

### *Meetings*

- Objective is to gather information. Communication style is often ‘monologue – pause – monologue’ rather than dialogue. Arguments are often indirect, and there are no sudden changes of viewpoint in meetings. Decisions are made by group consensus over a long time period.
- Objective is to make a deal or decision. Communication style is direct, factual, informal and at times confrontational. Decisions are based on facts, and are often made instantly in the meeting.
- Objective is to establish relationships, build understanding, clarify, and issue instructions. Communication style depends on national culture. Decisions are made by key individuals, outside the meeting.

<b>a</b>	
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<b>b</b>	
----------	--

<b>c</b>	
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### *Presentations*

- Complicated language may be used to show education. Audience expects formality and a logical structure, but a touch of imagination is also appreciated. May want a more personal ‘extra’ talk afterwards where you tell them the ‘truth’.
- Indirect, conservative language. Audience appreciates a quiet, formal presentation with visual aids and lots of opportunity to ask questions and check understanding. They expect separate handouts, prepared for different people, by job function.
- Direct, simple language. Audience expects jokes, modernity, logic. Slogans, informality and a hard sell. Audience may ask questions or interrupt while someone is speaking, and will openly question inconsistent facts.

<b>a</b>	
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<b>b</b>	
----------	--

<b>c</b>	
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### *FOOG FOR THOUGHT 4: Discuss the questions below in groups.*

- Did you get the same answers as other people? If you did, does it mean the differences are real?
- Does your own country match the description of its particular group? How is it different?
- How do individual countries in your geographical group differ from each other?
- In which ways is globalization making business more similar, reducing cultural differences? Which cultural differences remain strong, resisting the effects of globalization?
- Is globalization just a polite way of saying Americanization?

<b>STEP 4: THE ‘AMERICAN WAY’</b>	<i>Read the text about the “American Way” of doing business. Insert the words and phrases from the box into the spaces (1-15) in the text</i>
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### **The “American Way”**

<b>1-7</b>	‘let’s get down to business’, fiscal quarter, frameworks, geared, getting the job done, goal structuring, short term
<b>8-15</b>	deadlines, hierarchy, information exchange, measure, personal connections, schedules, seniority, team spirit

Although America’s geographic regions challenge the foreigners with different sets of **(1)** ... to operate within, no matter where you visit or attempt to do business in the USA, you will experience something that can be described as the “American Way”.

The tempo of life in America is fast. Americans are generally busy and appear to be working at a rapid pace. Perhaps this is due to the credo “time is money, and money talks”. Americans work hard, generally play hard, and employ all available technology and gadgets to increase their pace. Other people may work longer hours and seem to live for their work, such as the Japanese. Yet for the Japanese, patience, contemplation, and even silence are important virtues. Americans think in terms of hours and days and the all-important **(2)** ... . This tends to make **(3)** ... in the USA more **(4)** ... than in Japan, Europe, and the Australian region.

The American attitude of **(5)** ... does not encourage socializing and getting to know business partners. Americans tend to have “power breakfasts” and brief business lunches that are highly **(6)** ... to achieving business goals. People in other cultures will commit a lot of time and energy establishing relationships with business colleagues, whereas Americans tend to be more dedicated to **(7)** ... .

Americans work by **(8)** ... . Given **(9)** ... , they very often race to beat or achieve them. Giving deadlines elsewhere may produce alternative results, because of cultural differences that do not recognize that giving a task a deadline increases its importance and creates a sense of urgency. Sometimes meeting the deadline is a more important **(10)** ... of performance than the job itself.

Americans tend to be direct, particularly in a business environment, and openly challenge ideas and issues. Assertive, they take initiatives and opportunities to speak about their problems. For people from other cultures, this can sometimes appear to be confrontational and seem offensive. **(11)** ... in American business life are vital. However, these do not qualify in the same way as business relationships in some other cultures. Americans call

this “networking”, where they are always prepared to sell something, whether it be a product, company, or themselves.

Meetings are a major source of (12) ... , and workers rely on attending meetings to keep up with what’s going on in the organization or industry.

The existence of (13) ... within US companies is often not visually pronounced. A CEO (chief executive officer) of a company often participates in day-to-day communication with employees of the company. Americans prefer to have their own offices where possible; (14) ... in the company is usually marked by a larger office or bigger window. In some areas, particularly in the high-technology industry, more traditional trappings of power (separate executive cafeterias or assigned parking places) have been purposely eliminated in an effort to show (15) ... across the organization.

<b>STEP 5: BEING PREPARED FOR MEETINGS</b>	<i>Read the text below on how to prepare for meetings with Chinese business people. For questions 1-10 decide which answer A, B, C or D best fits each space</i>
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### Chinese business people do not like surprises

In advance of the meeting, discuss and agree on a written agenda, including the names and titles of those attending, and pass it out to all (1) ... at the start of the session. Plan to arrive at least five to ten minutes prior to the (2) ... starting time. As a formality, the most (3) ... person enters the room first, followed by his / her staff in (4) ... order of rank with each initiating handshakes with their (5) ... . The dress code for all meetings is formal business (6) ... .

If you are (7) ... the meeting, it is always helpful to ask about transportation needs to and from the meeting site. Be sure to offer Chinese tea and (8) .... To avoid embarrassment, have name cards on the table with the most senior people sitting at the centre of the side of the table opposite their counterparts, with the rest sitting in descending order around the table. To show respect, pour tea for everyone. Do not (9) ... , but rather, start the meeting with small talk in order to make everyone feel comfortable. End the meeting on time, thank your guests for their time and (10) ... .

- |                    |                |                |               |
|--------------------|----------------|----------------|---------------|
| 1. A attendants    | B attendees    | C visitors     | D newcomers   |
| 2. A confirmed     | B discussed    | C agreed       | D scheduled   |
| 3. A important     | B responsible  | C senior       | D respectable |
| 4. A ascending     | B descending   | C growing      | D falling     |
| 5. A counterparts  | B opponents    | C participants | D colleagues  |
| 6. A cloths        | B clothes      | C attribute    | D attire      |
| 7. A welcoming     | B greeting     | C hosting      | D accepting   |
| 8. A snacks        | B refreshments | C meals        | D drinks      |
| 9. A jump into the | B jump to      | C jump the     | D jump on the |

- business at hand      decisions      track      bandwagon  
 10. A see them through      B see them off      C see them out      D see to them

*FOOD FOR THOUGHT 5: On the basis of the text, write three to four questions to ask your partner to find out how they prepare for meetings both with foreigners and co-nationals.*

<b>STEP 5: AVOIDING MISUNDER- STANDING</b>	<p>Misunderstandings often arise in the business world especially when two different cultures are involved.</p> <p><i>Read the article about an American presenting his products to a Japanese company. Explain how you can account for the title of the text. Underline any cultural mistakes you think the American makes, both from your own and Japanese point of view</i></p>
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### **American's performance is a sorry showstopper**

THE AMERICAN BUSINESSMAN strides confidently into the conference room and sits at the head of the table to direct the proceedings. He stands to deliver his opening remarks and emphasizes his points by speaking in a strong *booming* voice and making wide arm gestures. He adds a bit of humour by telling some jokes along the way and constantly *reiterates* how outstanding his product or service is; especially in comparison to the competition.

AS THE MEETING PROGRESSES, he becomes more informal, takes off his jacket, loosens his tie, rolls up his sleeves. He addresses his Japanese clients by their names and omits their titles. These gestures, he feels, are designed to make them more comfortable and relaxed. He makes direct eye contact only with the leader, as he will, no doubt, make the final decision.

DURING THE PRESENTATION, the American *reclines* in his chair with a bored expression, and grows irritated when asked the same question over and over again, believing that the Japanese should understand by now.

THE LONG SILENCES adopted by the Japanese are extremely *disconcerting* to this *gregarious*, talkative American, so he invariably fills these silences and chatters *incessantly*.

FINALLY, AS THE MEETING DRAWS TO A CLOSE, he has a strong feeling that his proposal will be accepted. After all, the Japanese team smiled and nodded in agreement at everything he said and surely they would be impressed by his strong presentation. He even shook hands with the leader of the delegation and slapped him on the back in a gesture of *camaraderie*. What could go wrong?

**FOCUS ON VOCABULARY:** *Can you guess the meaning of the words in italics from the contexts they are used? Match the words (1-7) to their definitions (A-H). There is one extra definition that you do not need to use.*

- |                         |  |
|-------------------------|--|
| 1) <i>booming</i>       | a) place oneself in a position of rest |
| 2) <i>reiterate</i>     | b) upsetting calmness or disposition   |
| 3) <i>recline</i>       | c) good fellowship                     |
| 4) <i>disconcerting</i> | d) continual, uninterrupted            |
| 5) <i>gregarious</i>    | e) annoying                            |
| 6) <i>camaraderie</i>   | f) rising suddenly                     |
| 7) <i>incessant</i>     | g) say again several times             |
|                         | h) fond of the company of others       |

**TIME TO LISTEN (2.2):** *Now listen to the Japanese businesswoman explaining how Japanese business people would have interpreted the American's performance. Does she note the same mistakes as you did? And for the same reasons?*

<p><b>STEP 6: AVOIDING ANOTHER MISUNDER- STANDING</b></p>	<p>Visiting business partners in their country can be problematic if you don't understand the culture.</p> <p><b><i>Read the passage about a visit that was unsuccessful.</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>What do you think caused the problem?</i></b></li> <li>• <b><i>How do you think the story finished?</i></b></li> </ul>
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### ***Welcome TO THE U.S.***

A Thai government agency canvassed American engineering firms to submit proposals for a giant construction project in Thailand. Narrowing the field to four final candidates, the Thais sent a delegation to the United States to personally interview each firm. The group arrived in Chicago but, due to a *mix-up* by the engineering firm and its failure to *double-check* arrival times, the Thais were not met at the airport. Nonetheless, even though the visitors were unfamiliar with Chicago, they found their way to a hotel in the Loop. They phoned the embarrassed U.S. executive and, after hearing his apologies, agreed to meet in his office the next morning at 11 o'clock. The next day the American was at his desk at the appointed time, waiting.

And he waited, and waited.

**FOCUS ON VOCABULARY:** Can you guess the meaning of the words in italics from their contexts? To check, choose from the options (A-C).

<b>A</b>	<i>A mix-up</i> means ... . combination	<b>A</b>	To <i>double-check</i> means to ... . confirm
<b>B</b>	confusion	<b>B</b>	appoint
<b>C</b>	uncertainty	<b>C</b>	enquire

**FOOD FOR THOUGHT 6:** Think over the following issues.

- Would the approaches described in the texts above be acceptable in your country?
- What other kinds of misunderstanding can arise in cross-cultural communication? How can they be resolved?
- What problems, in your opinion, are involved in translating documents and in the use of interpreters?

<b>STEP 7: HERE IN UKRAINE</b>	<b><i>How important are the following characteristics for business in your country? Put a cross in the appropriate place on each line</i></b>
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	<i>Not important / to be avoided</i> ↔ <i>Very important</i>
• using first names	←-----→
• punctuality	←-----→
• physical contact	←-----→
• humour	←-----→
• giving gifts	←-----→
• socializing outside work	←-----→
• physical appearance	←-----→
• small talk	←-----→
• showing emotions	←-----→
• working extra hours	←-----→
• appearing to be busy	←-----→
• formality between levels in the hierarchy	←-----→

**FOOD FOR THOUGHT 7:** Work in groups and share your profiles with each other. Give examples from your own experiences to explain the characteristics of your culture or company's business behaviour. Use the following expressions:

- It is always a good idea to ... because ...
- One thing you should never do is ... because ...
- People tend to / tend not to ... because ...
- A lot of people ... but I don't because ...
- It's usually appreciated if you avoid (-ing), because ...
- On the whole, people don't ... because ...
- It's just "not done" to ... because ...

<b>STEP 8: TEST YOUR PROTOCOL</b>	<i>Answer the questions in the <b>CROSS CULTURAL QUIZ</b> below for each of the countries listed</i>
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<b>1</b>	<i>Do people make a clear distinction between personal / social and business relationships?</i> <b>a) Egypt   b) Germany   c) Morocco   d) the Philippines   e) South Korea</b>
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<b>2</b>	<i>Are job titles generally required when talking to business colleagues?</i> <b>a) Australia   b) Finland   c) Israel   d) Mexico   e) South Africa</b>
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<b>3</b>	<i>Are first names commonly used in business after the initial introductions?</i> <b>a) Chad   b) Iran   c) Paraguay   d) UK   e) USA</b>
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<b>4</b>	<i>Is bowing, rather than shaking hands, usual behaviour?</i> <b>a) Brazil   b) China   c) Japan   d) Korea   e) Pakistan</b>
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<b>5</b>	<i>Is it usual for men to hug / embrace each other both on formal and informal occasions?</i> <b>a) Chile   b) Italy   c) Russia   d) Syria   e) Turkey</b>
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<b>6</b>	<i>Is it usual for a woman to initiate a handshake?</i> <b>a) Canada   b) France   c) Norway   d) Saudi Arabia   e) Spain</b>
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<b>7</b>	<i>Is it acceptable to pass food with the left hand?</i> <b>a) Bolivia   b) Indonesia   c) Malaysia   d) Pakistan   e) Poland</b>
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<b>8</b>	<i>Is “no” signaled by moving the head up and down (rather than from one side to the other)?</i> <b>a) Argentina   b) Bulgaria   c) Greece   d) Sri Lanka   e) Taiwan</b>
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*Check your answers with the key the teacher will provide you with.  
Are you surprised at how little / how much you know?*

<b>FOLLOW UP:</b>	<i>Prepare your own cross cultural quiz for your partners to check their level of culture awareness</i>
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*Навчальне видання*

## **КРОСКУЛЬТУРНІ АСПЕКТИ ДІЛОВОЇ КОМУНІКАЦІЇ**

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за професійним спрямуванням”

Укладачі:

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