

МІНІСТЕРСТВО ОСВІТИ ТА НАУКИ УКРАЇНИ
СХІДНОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ
імені ВОЛОДИМИРА ДАЛЯ

НАВЧАЛЬНО-МЕТОДИЧНИЙ ПОСІБНИК
з дисципліни «ДІЛОВА ІНОЗЕМНА МОВА»
(для здобувачів вищої освіти спеціальності
292 «Міжнародні економічні відносини»)

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INTRODUCTION

Social interaction plays a pivotal role in the realm of business across diverse cultural landscapes. Establishing rapport during initial encounters is crucial for achieving success. However, social customs and norms vary significantly from one country to another. As a result, prior to engaging with new acquaintances, it is essential to conduct thorough research to comprehend the following aspects:

1. Appropriate forms of salutation prevalent in the respective country, encompassing gestures such as handshakes, bows, or other customary greetings.
2. Cultural expectations regarding attire and dress codes.
3. Protocols for addressing individuals, including the preference for using first names or family names.
4. Expected behaviour during conversations, specifically whether it is customary for non-speakers to remain silent or actively participate in the discourse.
5. The significance of engaging in casual dialogue during initial meetings.
6. Etiquette surrounding the exchange of business cards and subsequent post-event communication when networking.
7. The manner in which business cards are exchanged within the particular cultural context.
8. Customary practices for receiving business cards, such as using one or two hands.
9. Expectations regarding the scrutiny of received business cards.
10. Timing of business card exchanges, whether they occur at the commencement or conclusion of a conversation.

UNIT 1

GREETINGS AND MAKING INTRODUCTIONS

In this unit, you will have the chance to practice two crucial social aspects of business interaction: asking people to repeat key information and introducing yourself and others, along with exchanging greetings. There are multiple ways to greet people. Below, you'll find some of the most popular and useful expressions for greeting people in formal contexts or when you want to convey politeness and informality in relaxed situations.

1.1 GREETINGS

Go through the tables. Pay attention to the differences between formal and informal expressions.

Informal Greetings

Saying hello	Asking someone how they are	Saying you are well	Returning the question when someone has asked if you are well
Hey Jane!	How are you?	Good, thanks!	And you?
Hi Jane!	How you doing?	Fine, thanks!	How about you?
Alright, Jane!	How you going?	Not bad, not bad!	What about you?
Alright, mate!	How it going?	Alright, thanks!	
	You alright?	I'm OK!	

Formal Greetings

Saying hello		Asking someone how they are
Good morning / afternoon / evening, sir / madam / Mr Jones / Mrs Smith Hello...	It's a real honour to have you here. It's lovely / good to see you again! It's been a long time, hasn't it?	How are things with you? How are you?

Exercise 1. Study the general information on various uses of 'sir' and 'madam'.

"The Use of 'Sir' and 'Madam' in Social and Service Contexts"

The use of 'sir' in a greeting is a formal practice that imparts a sense of elevated status or importance to the individual being addressed, and it is commonly observed in various social contexts. For instance, it is frequently encountered in the service industry, where hotel receptionists may use it when addressing guests, or waiters may use it when speaking to patrons in a restaurant. Similarly, in retail settings, such salutations are often used when interacting with customers or clients. It is important to note that when addressing a woman, the appropriate term to use would be 'madam' rather than 'sir'.

Typically, it is the service providers who employ such language. If a waiter were to say, "Good evening, sir," the appropriate response would simply be, "Good evening," without the need to reciprocate with "Good evening, sir." This is because, in this specific scenario, the individual being addressed is the one being afforded the highest level of importance, thus negating the need to express additional respect. Similarly, in the context of a hotel, if a receptionist were to say, "Good afternoon, madam," it would generally be perceived as unusual to respond with "Good afternoon, madam."

In addition to the service industry, the use of 'sir' and 'madam' can also be observed in other social situations.

Version 1. James's greeting to his boss Mr Jones.

- *Good morning, sir. It's a real honour to have you here.*

Comments: The scenario evokes the image of welcoming a VIP – such as a highly regarded politician or leader whom you have the privilege of meeting. At times, individuals employ this gesture when greeting someone significantly older than themselves, as a symbol of deference. It may also be heard in professional environments, where employees seek to demonstrate respect for their superiors.

Version 2. James's greeting to his boss Mr Jones.

- *Good morning, sir.*

- *Hello, James.*

Comments: We have explored the scenario in which using formal language in greetings, like "sir" or "madam," is appropriate. This includes situations in the service industry, with VIPs, older individuals, and sometimes with bosses at work. In addition to using these types of words, what other factors contribute to making language in greetings sound more formal and polite?

Exercise 2. There are two different versions of a greeting between James and his boss Mr Jones. Which one is the most formal? Why?

Version 1		Version 2	
James:	Morning!	James:	Good morning, Mr Jones.
Mr. Jones:	Hi! How's it going?	Mr. Jones:	Hello, James. How are you?
James:	Good thanks – you?	James:	I'm very well, thank you.
Mr. Jones:	Yeah, fine.		How are you?
		Mr. Jones:	Fine, thank you.

TIP! Words that are longer tend to sound more formal and polite, while shorter, abbreviated words are more likely to sound informal and friendly.

Exercise 3. Look at some other handy phrases you could use in greetings. Practise the phrases in pairs greeting each other.

- Hello ..., It's lovely to see you again. How are you?
- Hello ..., I'm very well, thank you. It's been a long time, hasn't it?
- Yes, that is. How are things with you?
- Your answer.

1.2 MAKING INTRODUCTIONS

Exercise 1. Study the instructions and the tables.

Introducing others. Two-step introduction:

- Introduce people by saying their full name and title.
- Follow with brief information about the person.

Example: *Professor Kim, this is Clare Williams. Clare will be leading the design project. Clare, this is Professor Kim from Seoul National University. Professor Kim is advising the project team on smart technology.*

Responding to an introduction:

- Use the person's name in your response.
- Add a brief comment.

Example: *It's good to meet you, Professor Kim. I'm looking forward to working with you on this project.*

TIP! When you are introduced to someone using a title or surname (Ms, Mrs, Miss, Mr, Dr, Professor, etc.) it is polite to continue using the title/surname until the person suggests using their first name (e.g. Please, call me Sarah).

Key expressions

Introducing yourself	Responding to an introduction	Introducing others
<p>Can I introduce myself? I'm ...</p> <p>I just want to introduce myself.</p> <p>My name is ...</p> <p>Let me introduce myself. I'm ...</p> <p>Hi, I'm ...</p> <p>Hello, my name's ...</p> <p>May I join you? I'm ... from ...</p> <p>I don't believe/think we've met before. My name is/I'm</p> <p>Please, call me ... (e.g., Tim)</p> <p>I don't think we've met actually/formally yet. My name is.../ I'm...</p> <p>I'm from ... / I'm with ...</p> <p>I work for ...</p> <p>I'm in finance/marketing, etc.</p> <p>I'm in charge of ...</p> <p>I'm responsible for ...</p>	<p>Pleased / Nice to meet you / How do you do?</p> <p>Very nice to meet you.</p> <p>I'm very pleased to meet you.</p> <p>I'm delighted to meet you.</p> <p>It's a pleasure to meet you.</p> <p>I'm delighted to meet you.</p> <p>Great / Nice / Good to meet you.</p>	<p>May / Can I introduce you to...?</p> <p>There's someone I'd like you to meet, this is...</p> <p>This is ...</p> <p>I'd like to introduce you to ...</p> <p>I want you to meet ...</p> <p>Have you met...?</p> <p>Do you know ...?</p>

Clarifying

<p>I'm sorry, I didn't catch your name.</p> <p>I'm afraid I missed the name of your company.</p> <p>What's your name?</p>	<p>It's ... And you are ...?</p> <p>Sorry, what's your name (again)?</p> <p>- Mika Kochevski.</p> <p>- Just call me Mika.</p>
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Welcoming

	Initial comment (host)	Response (guest)
Welcome	Thank you / Thanks for coming.	Thanks for inviting me. / It's good to be here.
	It's good to see you again.	Good to see you too.
	How are things? / How are you? / How's business?	Good / Not bad, thanks. And you?
Offer help / hospitality	Can I take your coat?	Yes, please. / No, thanks.
	Would you like a drink?	Could I have a coffee, please?
	How do you take your tea?	Black, no sugar, thanks.
	How do you take your coffee?	With milk and sugar, please.

Exercise 2. How are these conversations different? Which one seems inappropriate?

1) - Good morning, Ms Wright.

- Good morning, Mr Jason. Welcome to the conference.

2) - Oh, Diana, glad you're here.

- Hi, Evan. Nice to see you again.

3) - I'm sorry. We haven't been introduced. My name is Doctor Margaret Schulz from Berlin University.

- Hey there, how are you doing, Margaret? I'm John. First time in Zurich?

Exercise 3. Read six conversations, which take place at the conference. How well do the speakers know each other? Role-play the conversations with proper intonations.

Conversation 1

Dr Santos: I don't think we've met formally yet.

Mrs Fletcher: No, no I don't think we have.

Dr Santos: My name's Dr Santos and I work for New Mexico State University.

Mrs Fletcher: Nice to meet you. And I'm Mrs Fletcher.

Conversation 2

Victor: Hello, Wendy. It's lovely to see you again. How are you?

Wendy: Hello, Victor. I'm very well, thank you. It's been a long time, hasn't it? How are things with you?

Victor: Oh, fine, thanks.

Conversation 3

Professor Philipson: Pleased to meet you. My name is Professor Philipson.

Dr Schulz: Pleased to meet you too, Professor Philipson. My name is Doctor Schultz.

Conversation 4

Jessica Hudson: Hello, my name is Jessica – Jessica Hudson.

Sarah Boulton: Nice to meet you, Jessica. My name's Sarah Boulton.

Conversation 5

Man: I'm sorry, I didn't catch your name.

Sharon Urtaza: It's Sharon Urtaza. And you are ...?

Conversation 6

Man: Do you know each other? This is Kate and this is Max.

Max: Hello, Kate.

Kate: Hello, Max. Nice to meet you.

Exercise 4. Work in pairs. Choose the best response (a, b or c) in each situation. Sometimes, more than one answer may be used. Practise the conversations, changing roles.

Situation 1

During a coffee break Olaf Swenson sees his colleague from the Prague Business School.

Olaf: Hello, Harry. Remember me? I'm Olaf Swenson.

Harry: a) I am glad to meet you too.

b) Oh! Yes, of course. How are you?

c) Hello, Olaf. Pleased to meet you.

Situation 2

At the conference participants' registration table Peter meets Val. Val and Peter have met before at international conferences. Val wants to introduce Peter to his colleague Andrew.

Val: Peter, this is Andrew Painter, a colleague of mine from Ashcroft Business School.

Peter: a) How are things?

b) Nice to meet you. I'm Peter,

c) Hello, Andrew. Nice to meet you.

Situation 3

Roberta and Nick are talking during lunch time. They know each other very well.

Nick: Hey, Roberta, how are things?

Roberta: a) I am pleased to meet you.

b) Not bad. And you, Nick?

c) Fine, thanks.

Situation 4

You are at a conference in Cambridge and want to introduce yourself to Professor Compton, a well-known academic in the field of your research.

You: You must be Professor Compton.

Professor Compton: a) Pleased to meet you.

b) That's right! Why?

c) Yes, that's me. What's your name?

Situation 5

Simon and his Polish friend Alex are sitting in the cafe. Simon sees his British colleague Mike and introduces him to Alex.

Simon: Do you know Mike? Mike, this is my friend Alex from Poland.

Alex: a) Hello, I'm pleased.

b) No, I don't know Mike. I'm glad to meet him.

c) Hello, Mike. Glad to meet you.

Exercise 5. Work in pairs. Role-play the conversations with a partner.

Situation 1

Student A: You are a guest at a party at the Consulate/Embassy. Greet the person standing next to you and introduce yourself.

Student B: You are a guest at a party at the Consulate/Embassy. Respond to the greeting from the person standing next to you. Then introduce yourself.

Situation 2

Student A: You are sitting in a hotel lobby waiting for a tour bus. A stranger sits down next to you. He/She seems to be waiting for the same bus. He/She starts the conversation by greeting you. Respond to his/her greeting and then introduce yourself.

Student B: You are in a hotel lobby waiting to join a tour bus. You see a stranger sitting in the lobby. He/She seems to be waiting for the same bus. Sit down next to him/her. Start the conversation by greeting the person and introduce yourself. Then respond to his/her greeting.

Situation 3

Student A: You have to go down to the welcome dinner organised by the international conference committee. The lift has just stopped on your floor. You walk into the lift and see a stranger. Greet him/her, respond to his/her greeting and then introduce yourself.

Student B: You are in the lift going down to the welcome dinner organised by the international conference committee. The lift stops on the third floor and a stranger walks in and greets you. Respond to his/her greeting and then introduce yourself.

Situation 4

Student A: You have come to a conference and met your old friend at the reception desk. You have not seen each other for two years. Greet him/her and ask about his/her family.

Student B: You have come to a conference and met your old friend at the reception desk. You're very glad to see him/her again. You haven't seen each other for two years. Respond to his/her greeting. Answer and ask questions about life.

Exercise 6. Practise introducing yourself to an audience. Use the phrases from the box below.

Good morning / afternoon / evening, dear colleagues. My name is Yaroslav Klymenko. I'm an Associate Professor¹ at Volodymyr Dahl East Ukrainian National University, Ukraine. I'm honoured to be here.

Key expressions

Formal introductions at a conference	
Introducing yourself	Introducing other people
I'm honoured to be here.	I am happy to introduce our guest to you.
It's a pleasure to be here.	It is an honour to introduce our colleagues from...
I'm glad to be here again.	I'd like to introduce ... He/She is our guest speaker from...

Exercise 7. Imagine your partner is a guest speaker at your university. Introduce him/her to the class. Use phrases from the Key expressions box.

I'd like to welcome Sam Dines, Marketing Director of ABC Company. Some of you met him last year at the autumn conference. He's a very well-known expert on world financial markets and the author of several textbooks we recommend to our students. It's good to have you here again, Sam.

¹ An associate professor (lower in rank than a full professor but higher than an assistant professor) - доцент.

1.3 HOW TO ASK SOMEBODY TO REPEAT INFORMATION

Intonation in questions

In a *Wh* question (*What, Where, Why* etc.), your voice normally goes down at the end. When you ask a person **to repeat** certain information, your voice goes up:

What's your name? ↓ *Mika Kochevski*

Sorry, what's your name (again)? ↑ *Just call me Mika.*

In certain circumstances, it may be necessary to request individuals to reiterate a statement, for instance, due to speaking at a rapid pace or possessing an accent that is challenging to comprehend. It is commonplace to not grasp every detail, and soliciting repetition plays a significant role in fostering effective communication.

Exercise 8. Somebody speaks to you at a conference but you don't hear them. How can you ask the person to repeat the information?

Hi. My name's ... and I work forin.....

Exercise 9. Read the conversation aloud in pairs Try to memorise the patterns in bold. Follow the recommendations on question intonations.

A Our company operates in 165 different countries and it has 89 factories on all five continents.

B Sorry, can you say that again?

A Yes, sure. We're in 165 countries and we have 89 factories.

B Sorry, can you speak a bit more slowly? So that's 89 factories ...

A In 165 countries. That's one-six-five.

B So you're everywhere in the world.

A Yeaah, that's right – on all five continents. And we have 305,000 employees and annual sales last year of 17.8 billion dollars.

B Sorry, how many employees do you have?

A Three hundred and five thousand. Three-zero-five.

B And what are your annual sales again?

A Seventeen point eight billion dollars.

B Nearly 18 billion. OK.

Exercise 10. Complete the expressions using the patterns from exercise 9.

1 Sorry, can you _____?

2 Sorry, can you _____ a bit _____?

3 Sorry, _____ employees do you have?

4 And _____ your annual sales _____?

Exercise 11. Which two questions in exercise 10 ask the speaker to repeat only part of the information? What similar partial questions can you ask in response to the person in exercise 8?

Exercise 12. Write five facts about yourself or your company. Replace certain words with ***. Read your sentences to your partner. Take turns asking them to repeat the missing information.**

Exercise 13. Complete questions 1-6 with the words from the box. Then match the questions to responses a-f.

<i>Who</i>	<i>What</i>	<i>Why</i>	<i>What</i>	<i>Where</i>	<i>Can</i>
------------	-------------	------------	-------------	--------------	------------

1 _____ I introduce myself? - _____

2 _____'s your name? - _____

3 _____ are you from? - _____

4 _____ do you work for? - _____

5 _____ do you do? - _____

6 _____ are you here in Lviv? - _____

- a I'm in the food business.
- b I have a meeting with a customer.
- c A German car maker.
- d Carol Hook
- e Yes, of course.
- f New York

Exercise 14. Complete the conversation with sentences a-i.

- a Nice to meet you too, Gideon.
- b Can I introduce you to her?
- c And what do you do?
- d Sorry, what's your name again?
- e What about you?
- f This is Rachel.
- g So why are you at an international car show?
- h Can I introduce myself?
- i Nice to meet you.

Rachel: Excuse me. Can I sit here?

Gideon: Yes, of course.

Rachel: Thanks very much. 1)_____ I'm Rachel Steadman.

Gideon: 2) _____. I'm Gideon Lack.

Rachel: 3) _____. Where are you from?

Gideon: I'm from Switzerland originally. But I live in the Czech Republic now.

4)_____. Where are you based?

Rachel: In Toronto.

Gideon: And who do you work for?

Rachel: BCA. It's an advertising agency. I'm here with Honda. It's one of our clients.

5)_____

Gideon: I'm a teacher of Greek literature.

Rachel: That's unusual. 6)_____

Gideon: I'm here with my wife. She works for BMW. Ah, there she is now.

7)_____

Rachel: Yes. of course. That would be nice.

Gideon: 8)_____

Rachel: Rachel. Rachel Steadman.

Gideon: Ursula. 9)_____. She works for an advertising agency in Canada.

UNIT 2

CONVERSATION SKILLS

To communicate successfully, we should *build rapport* with the person we meet for the first time.

Building rapport is about developing a shared understanding with another person or group of people that facilitates and improves communication.

People normally use verbal (spoken) and non-verbal communication techniques for that, even if they do it unconsciously. Non-verbal communication is how we move and behave. This includes body language (how we stand, whether we cross our arms or not, etc.), distance (how close we stand to other people when we talk), eye contact (whether or not we look other people in the eye), touch, and also pauses in speech.

Non-verbal communication techniques:

- face the person you are speaking to
- nod to show you are listening
- maintain eye contact, but not too intensely
- smile warmly
- use open body language (no folded arms or crossed legs if sitting)
- keep personal space (not too close)
- lean forward slightly (if sitting)

Verbal communication techniques:

- ask questions
- use positive sounds to show interest (e.g. *uh-huh*)
- use gentle humour if appropriate
- use the person's name

- listen carefully
- don't interrupt
- find something in common with the other person
- use a friendly tone of voice

Key expressions

	Formal	Informal
Starting or joining a conversation	<p>What do you think of the conference?</p> <p>Do you mind if I join you?</p> <p>Do you have a moment to discuss your company?</p> <p>Would it be possible to talk about your training programme?</p>	<p>Hi, are you enjoying the conference?</p> <p>Is it OK if I join you?</p> <p>Do you have time for a quick chat?</p> <p>Is now a good time to talk about your training programme?</p>
Closing / Keeping in contact	<p>I really appreciate your time. Thank you.</p> <p>Would it be possible to contact you to discuss this further?</p> <p>Thank you so much, that was very informative.</p> <p>Can I give you my business card?</p> <p>May I have your business card?</p> <p>Let me give you my (business) card.</p> <p>I'd like to keep in contact.</p>	<p>Thanks for taking the time to talk to me.</p> <p>Can I get in touch next week to talk about this in more detail?</p> <p>It was great speaking to you.</p> <p>Here's my card.</p> <p>Do you have a business card?</p> <p>Do you have a card?</p> <p>I'd like to keep in contact.</p>

Asking about personal details / Clarifying	What's your name again? Where are you from? Which part of.... are you from? Where exactly do you come from? What do you do (exactly)? Who do you work for? Why are you here?
Keeping the conversation going	What / How about you?
Ending the conversation	I'm afraid I have to go now. Excuse me, (I must take this call). It was very nice to meet you (too). I look forward to hearing from you.

2.1 ASKING QUESTIONS TO BUILD RAPPORT

Initiating a conversation with someone you don't know can be challenging during the first few minutes. One effective approach to establish rapport is to identify a common ground with the other person and then ask follow-up questions to further develop the connection. Instead of talking about yourself, start with a question about the other person. A simple way to sustain the conversation is by asking, *"And what about you?"*

Exercise 1. Read the conversation at a conference. Answer the questions:

What's Carmen nationality? What's her job? Why is she at the conference?

Version 1

Luke: Is this seat free?

Carmen: Yes, it is. Go ahead.

Luke: Thanks very much. Can I introduce myself? I'm Luke Dane.

Carmen: Nice to meet you. I'm Carmen Sanchez.

Luke: Nice to meet you too, Carmen. Where are you from?

Carmen: I'm from Argentina. But I live and work in Europe.

Luke: And who do you work for?

Carmen: I don't work for a company. I'm self-employed.

Luke: Oh, really? And what do you do?

Carmen: I'm a journalist. I write articles for consumer magazines.

Luke: So why are you at this conference?

Carmen: I'm here to research an article on Internet service providers.

Luke: That's interesting. A friend of mine works for an Italian service provider. Can I introduce you to him?

Carmen: Yes, of course. That would be nice.

Luke: Roberto. Can you come here for a minute? This is...Sorry, what's your name again?

Carmen: Carmen. Carmen Sanchez.

Luke: Roberto. This is Carmen. She's writing an article on Internet service providers.

Exercise 2. Work in pairs. Complete what Luke says.

1. Excuse me. _____ this seat free?
2. Thanks very much. Can I _____ myself? I'm Luke Dane.
3. Nice to meet you _____, Carmen. Where are you _____?
4. And _____ do you work for?
5. Oh really? And what do you _____?
6. So _____ are you at this conference?
7. That's interesting. A friend of mine works for an Italian service provider. Can I introduce _____ to _____?
8. Roberto. Can you come here for a minute? This is... Sorry, what's your name _____?

Exercise 3. Match questions 1-8 in exercise 2 to Carmen's responses a-h.

- | | |
|----------|--|
| 1. _____ | a) I'm a journalist. |
| 2. _____ | b) Carmen. Carmen Sanchez. |
| 3. _____ | c) Yes, it is. Go ahead. |
| 4. _____ | d) Nice to meet you. I'm Carmen Sanchez. |

5. ____ e) I'm here to research an article on Internet service providers.
 6. ____ f) I don't work for a company. I'm self-employed.
 7. ____ g) Yes, of course. That would be nice.
 8. ____ h) I'm from Argentina.

Exercise 4. A) Practise the conversation with a partner. How does it differ from Version 1?

Version 2

Luke: Is this seat free?

Carmen: Yes, it is. Go ahead.

Luke: Thanks very much. Can I introduce myself? I'm Luke Dane.

Carmen: Nice to meet you. I'm Carmen Sanchez.

Luke: Nice to meet you too, Carmen. Where are you from?

Carmen: I'm from Argentina. But I live and work in Europe.

Luke: And who do you work for?

Carmen: I don't work for a company. I'm self-employed.

Luke: Oh, really? And what do you do?

Carmen: I'm a journalist. I write articles for consumer magazines. What about you? What do you do?

Luke: I'm a sales manager. Why are you here at this conference?

Carmen: I'm here to research an article on Internet service providers. How about you? Why are you here?

Luke: We want to find new customers in the European market.

Carmen: That's interesting.

Luke: And a friend of mine works for an Italian service provider. Can I introduce you to him?

Carmen: Yes, of course. That would be nice.

Luke: Roberto. Can you come here for a minute? This is... Sorry, what's your name again?

Carmen: Carmen. Carmen Sanchez.

Luke: Roberto. This is Carmen. She's writing an article on Internet service providers.

B) Which version sounds better in terms of building successful communication? Why?

Exercise 5. Complete these questions. You will need to use different verb forms (e.g. Present Simple, Past Simple etc.).

- 1 Who / work for?
- 2 Which part / country / come from?
- 3 first time / in Brazil?
- 4 know / many people here?
- 5 How / enjoying / the conference?
- 6 How / get / here?
- 7 Where / staying?
- 8 often / go to / international conferences?

Exercise 6. Work in pairs. Role-play the questions in exercise 5. Make sure you add some extra information when answering a question. That helps successful communication.

Example *A: Is it your first time in Brazil?*

B: No, it isn't. I attended the international symposium in Brazil last year.

And what about you?

TIP! We often ask follow-up questions to develop a conversation. Many of these questions begin with the word "How":

A: How is the coffee?

B: Just how I like it – sweet and hot.

Exercise 7. Make questions from these prompts.

- 1 How / day?

- 2 How / flight?
- 3 How / conference?
- 4 How /new boss?
- 5 How / presentation?
- 6 How / audience?
- 7 How / hotel?
- 8 How / meeting?
- 9 How / training course?
- 10 How / the weather?
- 11 How/dessert?
- 12 How/new job?

Exercise 8. Work in pairs. Follow the instructions.

Student A: Ask your partner questions 1-6 from exercise 7.

Student B: Answer the questions, choosing an appropriate response from box 1.

Student B: Ask your partner questions 7-12 from exercise 7.

Student A: Answer the questions, choosing an appropriate response from box 2.

BOX 1

BOX 2

a Delicious, but too sweet for me.	g I think it was very interesting. I've made a lot of useful contacts.
b Terrible! It was raining 24 hours a day.	h He is nice. Very knowledgeable and helpful.
c Fantastic! Swimming pool, sauna, everything,	i Extremely friendly. They asked me a lot of questions.
d I love it. Now I have a better salary and excellent prospects.	j Tiring. I had a lot of meetings and phone calls.

e Very productive. We have signed a collaboration agreement.	k Late as usual. Next time I'll go by train.
f It was nice to be out of the office for a few days. I learned a lot.	l Not bad. But I think I could have presented much better.

Exercise 9. Work in pairs. Role-play the following situations. Use the rules of building rapport, key expressions and *How*-questions from exercise 7.

Situation 1

Student A: You are a professor from a British university. You have just arrived. Your Italian colleague is meeting you at the airport.

Student B: You are an Italian professor. You are meeting your British colleague at the airport.

Situation 2

Student A: You watched the film your friend had recommended. You liked it very much. Give your reasons.

Student B: You recommended a film to your friend. He/She watched it and you want to know what he/she thinks about it.

Situation 3

Student A: You have just returned from an international conference in Thailand, which was a great success. You presented your paper there.

Student B: Your colleague has just returned from an international conference in Thailand where he/she presented his/her paper. You want to know about the conference.

Situation 4

Student A: You are a Ukrainian university teacher. You are hosting a foreign guest. You organised a guided tour to Saint Sophia Cathedral for him/her. You want to know if he/she liked the tour.

Student B: You are a foreign guest at a Ukrainian university. You have just returned from a guided tour to Saint Sophia Cathedral. You liked/didn't like it.

Situation 5

Student A: You recommended a new mobile application to a tablet/smartphone/iPad to your friend. You want to know if he/she liked the application.

Student B: You have just downloaded a new mobile application to your tablet/smartphone/iPad, which your friend recommended to you. You like/don't like it.

Exercise 10. In small groups, discuss which is the best approach to build rapport as you meet members of your team at work for the first time. Give reasons.

Option A: listen to your new colleagues.

Option B: demonstrate your knowledge of the product and the company.

Exercise 11. Read conversations 1 and 1. Then answer the following questions:

1. How does Beata try to build rapport with Alex / Jessica?
2. Is she successful? Why? Why not?
3. What will be the long-term effect of this?

Alex and Daniel, who work for a company called Evromed, meet a group of recent graduates for the first time. Alex and Daniel are running a meet-and-greet event where they, along with their CEO Jessica, will meet Beata, a new employee. So, these conversations are about some businesspeople who are going to meet each other for the first time.

Conversation 1

B = Beata A = Alex D = Daniel J = Jessica

B: Hello. Nice to meet you.

A: You, too. I hear you lived in Tokyo. Where exactly did you live?

B: Suidobashi. Do you know it?

A: Ah, yes, near the baseball park. I lived there myself for a while. Loved it. How long were you in Japan for?

B: Five years. When were you in Tokyo?

A: 2013 to 2015. About eighteen months.

B: What did you do there?

A: Teaching English, mainly.

B: Teaching. Interesting. What did you like best about it?

A: Mainly the food!

D: This is Jessica Scott. She's our CEO.

B: Hello, Ms Scott. Beata Kowalska. Nice to meet you.

J: Please, call me Jessica. I hear you worked with one of our main competitors in Tokyo?

B: You mean MEDilink?

J: You must have learnt a lot while you were there.

B: Absolutely. But I'm very keen to learn even more here.

J: Well, you're going to be working with a great team. Daniel and Alex really know their stuff. How about we chat in a couple of weeks' time?

B: Sounds great. Thank you, Jessica.

J: Nice to have you on board.

Jessica expresses her opinion about Beata. She talks to Daniel.

J: I was very impressed with Beata. Confident but not arrogant. Just the right balance.

D: Beata made a great first impression. I'm sure she and Alex will have lots of Tokyo stories to share.

Conversation 2

B = Beata J = Jessica D = Daniel

B: Hello, Ms Scott. Beata Kowalska. Very nice to meet you. Let me tell you about myself. I have lots of experience working in project management, and have recently completed an internship in another medical supplies company in Japan. MEDilink. I'm sure you know it?

J: I'm aware of our biggest competitor, yes.

B: How is the Diabsensor project coming along? I'd like to discuss my ideas, if possible.

J: Well ... it's probably best if you get to know the product and the company first. Daniel and Alex will look after you for the next few days.

B: Yes. Of course.

J: Welcome to Evromed.

Jessica expresses her opinion about Beata.

J: Beata? Hmm. Honestly, I'm not sure. I love her enthusiasm, but ... she seemed a little arrogant with it.

Daniel expresses his opinion about the situation.

D: Beata meant well, I'm sure. But Jessica didn't respond well to her, which is a shame. Perhaps she needs to work on her communication skills a little more.

Exercise 12. Read the Conclusion section and compare your answers for exercise 11 with what the expert says. Discuss the main learning points about building rapport.

Building rapport is essentially about establishing a good connection with people, whether individually or in a group. Once rapport is established, communication tends to flow more smoothly and is often more effective. While rapport may naturally develop at times, there are also simple techniques that can be used to establish a connection with others.

In Option A, Beata effortlessly builds rapport with Alex due to their shared interest in Japan. However, she faces challenges with Jessica. Beata comes across as confident in Option A, which Jessica seems to appreciate, leading to the establishment of a bond between the two. This dynamic is quite different in Option B, where Beata appears to be trying too hard to showcase her knowledge.

There are various methods for building rapport. One approach is to identify common ground with the other person, which can be achieved by asking simple questions. Business travel often serves as a good starting point. Additionally, non-verbal techniques

such as maintaining an open posture, smiling, and making appropriate eye contact can also aid in establishing rapport across different cultural contexts.

2.2 SHOWING INTEREST AND REACTING TO NEWS

There are different strategies for showing interest during a conversation. It is polite to keep your attention focused on the speaker and to use body language as well as words to show that you are paying attention (e.g. looking at the person speaking, nodding, smiling).

Key expressions

Commenting	Really?
	Yes
	Yes, definitely.
	That's great!
	That would be great.
	That's interesting!
	What a coincidence!
	Right. / That's right. / You're correct.
	That's true.
	OK.
	I see. / I understand.
	Is it?
	Exactly!
	Ah!
Uh-huh.	
Asking questions	<i>Can you tell me more about</i> the recruitment process? <i>Who is the best person to contact about</i> applications?

Clarifying	<i>Did you say</i> that you employ 3,000 people worldwide? <i>So, is it better to</i> contact you by phone <i>or</i> email?
Showing your research	<i>I noticed</i> on your website that you employ interns. Your company brochure <i>was very informative</i> .
Repeating back	So, you have a graduate training programme. <i>It's interesting to hear that you have</i> apprenticeships in computing.

HOW TO SHOW INTEREST

Exercise 1. When you listen to someone, how can you show interest?

Exercise 2. Read the conversation between Veronique and Joel. Find the phrases which are used to show interest.

Joel: So, you're ...Veronique.

Veronique: That's right. And you're Joel. Where are you based?

Joel: I'm a freelance consultant, so I work from home in Bruges. But at the moment, I'm doing a lot of work in the USA.

Veronique: Really? How often do you travel there?

Joel: Err, I probably go about once a month. It's a project for a pharmaceutical company.

Veronique: Is that right? My company works with pharmaceutical companies, too. But we're usually looking for sponsorship on the projects we run.

Joel: Well, this one gives money to charities and non-profit organisations.

Veronique: That sounds interesting! It would be good to keep in contact. Do you have a card?

Exercise 3. Which techniques from the list does each speaker use to show more interest?

- 1 Suggesting keeping in contact.
- 2 Finding a connection.
- 3 Asking a question.

Exercise 4. Work in pairs. Write five sentences about your working life. Take turns to tell each other the information and respond by showing interest. Use expressions from exercise 2 and techniques from exercise 3.

Example: *A: I'm developing a new product at the moment.*

B: That sounds interesting! What type of product is it?

Exercise 5. Read the conversations below and complete the sentences with phrases from the boxes. Sometimes, more than one answer can be used.

Conversation 1: two people are waiting to get on a plane.

Yeah	Is it?	Yes	I see.	Really?
What a coincidence!		Right.	That's great!	That would be great.

Zbignev: It looks like we're going to be here a while, huh?

Helga: 1)_____. I'm getting used to these delays.

Zbignev: Do you travel a lot?

Helga: Quite a lot, yes. It's part of my job.

Zbignev: 2) _____. And what do you do?

Helga: I'm the Assistant Director of the Centre for International Programmes at New Mexico State University. Helga Romirez, and you?

Zbignev: I'm Zbignev Kozlovsky, from Gdansk. Nice to meet you, Helga.

Helga: Nice to meet you too. Have you ever been to Rotterdam?

Zbignev: 3)_____, this is my second visit. I'm staying with the Erasmus University for a month to carry out some research.

Helga: 4) _____. I'm going to the University as well. I've been invited to participate in the International Education Exhibition. I have to present our Centre.

Zbignev: 5)_____. How long are you going to stay?

Helga: A week.

Zbignev: Would you like to meet one day? I can show you around the city.

Helga: 6) _____ Oh, our plane is boarding.

Conversation 2: at a conference dinner, a woman is placed next to a man she doesn't know. He is trying to make a conversation with her but some of his questions annoy her.

Well	By the way	That's right, uhm.
That's something I'd love to discuss with you		

Man: So, how do you know Justin?

Woman: We worked on the project two years ago in Kyiv.

Man: Aha, you must be a teacher from Ukraine.

Woman: 1)_____

Man: And what does your husband do?

Woman: 2)_____, I'm divorced.

Man: Oh, sorry. Anyway, so tell me, why do you, Ukrainians, celebrate two New Years? Does it have any religious implications?

Woman: 3)_____, it's just an excuse to have a longer public holiday.

Man: Hmm, interesting. 4) _____, what do you think about your new prime minister?

Woman: 5)_____, but can we do it at another time?

Exercise 6. Work in pairs. Compare your answers to exercise 5 with a partner.

What is the purpose of the phrases in the boxes?

Exercise 7. Work in pairs. Practise the conversations in exercise 5.

REACTING TO NEWS

When someone is recounting a narrative, it is recommended to demonstrate interest through the use of comments and questions. For instance, employing phrases such as "*How amazing!*" with rising intonation can effectively convey interest. It is crucial to be mindful of one's intonation, ensuring that it reflects genuine interest. High intonation is indicative of interest, whereas low intonation may be perceived as disinterest or boredom, which could be deemed impolite.

Reacting to good news

Key expressions

	Informal congratulations	Formal congratulations (useful for cards and letters)
Reacting to good news	Congratulations! That's/What fantastic /brilliant /great /wonderful /amazing news! Wow ² , that's fantastic! How nice/great! Wow, I didn't know that! Lucky you! I wish I were you! You must be delighted!	Congratulations (e.g. on getting married, on your good news etc.)! I'm really pleased/ happy/delighted for you/ to hear that/about!

² 'Wow' (a word that we use when we are really surprised by something and pleased) – ну нічого собі! Супер!

Reacting with surprise	Really? Did you? Are you? What? You don't say!	No! That's strange! You're joking. / You're kidding. You must be joking. I don't believe it!
Follow-up questions	Are you excited? So when did you ... ?	And are you going to...? Where did you go? How do you know?

Exercise 1. What's the best way to respond to someone's good news? Most people know how to say 'congratulations'. What other words, phrases and strategies do you know?

In the context of sharing good news, the English language provides a versatile expression that allows individuals to convey their well-wishes to others - "*Congratulations!*" This expression is particularly common when acknowledging significant life events such as engagements and weddings. When communicating through a written medium, such as a card or letter, one may further specify the reason for the congratulations, for instance, by saying "*Congratulations on your engagement!*" or "*Congratulations on getting married!*" However, it is important to note that there are various other expressions and phrases that can be used to convey congratulations or well-wishes in response to positive news.

Exercise 2. Read the conversation below. Underline the phrases the speaker uses to respond to the news he gets.

William: Hello Matt.

Matt: Hello William.

William: Now the reason I have called you into my house today is because I have some good news.

Matt: Ah excellent – I like good news.

William: I am going to be getting married next month.

- Matt:** Oh, congratulations, that's fantastic news! Are you excited?
- William:** I am very excited, yes! Erm and er... yeah... so...
- Matt:** Are you getting married in a church?
- William:** No, we're not getting married in a church – but er, no, we're doing the modern thing ...
- Matt:** You're doing the modern thing rather than the traditional...
- William:** Yes, that's right.
- Matt:** Very good.
- William:** That's my news.
- Matt:** That's splendid news. I also have some very exciting news...
- William:** You don't! Do you also ...?
- Matt:** I... I also have some exciting news.
- William:** What's your news?
- Matt:** In one month's time my wife is having a baby boy – our first child.
- William:** Is she?!
- Matt:** Yes, she is.
- William:** Wow, I didn't know that! When did you... well, you must have found out a long time ago...
- Matt:** I found out a long time ago, but we've been keeping it quiet.
- William:** Oh, well congratulations! Do you know if it's a boy or a girl?
- Matt:** I said it was a boy.
- William:** Oh yes! Good point... OK, Matt, that's all I wanted to tell you.
- Matt:** Ah, fantastic – well, good luck.
- William:** Good luck to you too. Bye bye.

Exercise 3. Complete the conversation with options a-e. The first point has been done for you.

- a) Is she?
- b) Do they have a date for it yet?

- c) Wow, that's fantastic!
- d) ~~My daughter's getting married.~~
- e) Yes, three weeks from now. It's my birthday!

1. Ann: **My daughter is getting married.**
2. Nick: _____ *Echo the question.*
3. Nick: _____ *React / Give a personal response.*
4. Nick: _____ *Ask a follow-up question.*
5. Ann: _____ *Respond with more information.*

Exercise 4. Work in pairs. Read the pieces of news below. Think of possible echo questions, responses and follow-up questions. Use phrases from the “Key Expressions” box pp.35-36.

Example **A:** *I couldn't sleep last night.*
 B: *Couldn't you? That's a pity. Why?*
 A: *There was a very noisy party downstairs.*

1 A: I've received a scholarship from the Erasmus Programme.

B: _____

A: To Austria.

2 A: We couldn't find Mike last night.

B: _____

A: He said he met his old university friend and they ended up in one of the cafes.

3 A: It was the best holiday we've ever had.

B: _____

A: We rented a car and travelled all around the country.

4 A: There's going to be a prize-giving ceremony at the end of the conference.

B: _____

A: Because I have a lot of contacts.

Reacting to bad news

Key expressions

Expressing sympathy /shock	Imagining how your friend feels	Broaching the subject	Lending an ear
<p>How awful! / Poor you! / That's awful / terrible! What a pity! / That's too bad. Oh my God!</p>	<p>You must be feeling absolutely terrible / awful! That must have been absolutely terrible / awful!</p>	<p>I heard about your news/ what happened. I'm so sorry to hear about .../ your news / what happened. Martin told me about .../ your news / what happened.</p>	<p>Any time you want to talk ... Any time you need to talk ... If you ever need to talk to someone ... just come round/ just call m/e just say the word */ you know where I am **</p> <p><i>* This expression indicates that you are ready for something – not waiting to hear a particular word!</i></p> <p><i>** This is an invitation to come and talk whenever someone needs to.</i></p>
Offering help		If there's anything I can do, just let me know.	

Exercise 1. It's often said that a good friend is someone who is there for the good times and for the bad times. But if your friend has some very bad news – what's the best way for you to react?

Exercise 2. Read the letter and answer the following questions:

- 1. How did Hannah react to her friend's news?**
- 2. What are the phrases she could use in this situation?**
- 3. In the weeks that followed such an announcement, would you offer more practical help somehow? Which phrases would you use?**

Once I had to help a friend through a difficult time. One Sunday morning, my friend came round to visit me, and you know, we were just having a cup of coffee and then she said 'My husband's left me'. Erm, so it was really... it was, it was really shocking. I mean, I think I just must have said 'Oh my god' or 'that's awful' or..., some kind of, something like that. But, rather than remembering what I said, I do remember going across the room to where she was and just giving her a huge hug... and I think that's... you know, I think that's the thing most people would do in that situation.

The main thing was, that, I think in that situation, is actually just being able to listen... I think when people are going through a hard time, that's, you know, one of the key things that we all do is we're, we're just there to listen. And we say to them, you know 'Any time you want to talk, just come round or just give me a phone call' – you know, because I think when people are sad, that's the one thing that actually really does help – is being able to talk about it.

Hannah.

Exercise 3. Choose the correct answer.

1: A: I haven't seen her for five days!

B: _____

a: Awful! **b:** That terrible! **c:** That's awful!

2: You _____ absolutely awful!

a: must be feeling **b:** could be feeling **c:** feel

3: I'm so _____ about what happened.

a: sorry to hear **b:** sorry **c:** sorry hearing

4: Any time you want to talk _____.

a: just say the word **b:** just tell me the word **c:** let me know the word

5: If there's anything I _____ do, just let me know.

a: would **b:** could **c:** can

2.3 NETWORKING³

Key expressions

Request	Respond
We're very interested in...	Sorry, could I just ask you a few questions about ...?
Do you know anyone who could help us?	I'd like to ask a few questions, if possible.
Could you let me have their contact details?	Would you like me to give them a call first?
Could I call him and mention your name?	I could make some enquiries for you.
Let me give you my business card.	I might be able to help.
I'm looking for ...	Can I mention your name?
Can you put me in touch with the person in charge of...?	
Do you have any contacts in...?	
Can you recommend anyone?	

Exercise 1. A) In pairs, discuss these questions:

- 1. Why do people attend careers events?**
- 2. What are employers looking for at a careers event?**
- 3. Have you ever attended a careers event? What was your experience?**

³ Networking (the activity of meeting people who might be useful to know, especially in your job) – налагодження зв'язків.

B) Work in pairs. Look at these tips on how to prepare for a career event. Choose three most important tips for you. Explain your choice.

1. Look at the list of attending companies and target those that interest you most.
2. Update your CV and bring several copies.
3. Take a file to collect business cards and brochures.
4. Research your target employers and prepare a list of questions you want to ask.
5. Write an online profile.
6. Prepare a short, professional introduction (your experience, strengths, career interests and goals).
7. Dress professionally, as if you were going to an interview.
8. Arrive early, and plan extra time for locating your target employers.

Exercise 2. A) Read the text. What do you think of the recommendations the recruiter gives about networking at a careers event?

My first piece of advice is to be prepared. Find out which companies will be attending the careers event, choose five or six that might be interested in your profile and research them online. Visit their careers pages and find out which ones are hiring or offering internship programmes.

Update your CV and make several copies. Then, prepare an ‘elevator pitch’, or brief introduction – let’s say 30 seconds – to talk about yourself: who you are, what you do and your past experiences. Be prepared to explain how your skills can be useful to their company. Also, think of questions to ask such as: What is the training programme for new recruits? What do you look for in a candidate?

On the day of the careers event, make sure you dress as you would for an interview – look professional. Choose your company, then network, and don’t interview; your aim is not to get a job interview immediately – in fact, this rarely happens. Instead, introduce yourself, shake hands and make good eye contact. First impressions are important, so speak clearly and confidently and demonstrate your ability to interact professionally.

Recruiters are looking for people who are adaptable and resourceful, but also ambitious and passionate. Be honest. If you don't know something, say you don't know, but show the recruiter you can learn and learn quickly. Most importantly, don't forget to get the recruiter's contact details so you can follow up afterwards. After the event, email the recruiters or company reps you met and thank them for their time. Remind them of the conversation you had and repeat your interest in their company. Send an updated CV if necessary. Ideally, you should do this within five days after the event.

B) Complete the list of recommendations on networking at a careers event.

1	Before the event	<i>Research, ...</i>
2	On the day of the event	<i>Dress professionally, ...</i>
3	After the event	<i>Email,</i>

Exercise 3. A) Ella and Jamie are attending a careers event. They both speak to Ben, a recruiter from a large specialised travel agency. Read the two conversations.

Who was better prepared, Ella or Jamie?

Conversation 1

E = Ella R = Recruiter

E: Hi, I'm Ella, I'd like to ask you a few questions, if possible.

R: Yes, of course. How can I help you today?

E: I heard you were taking on new recruits. Can I give you my CV?

R: Yes, of course. Which department are you interested in, Ella?

E: Oh, anything in marketing, I don't really mind. I've just always wanted to work in the tourism industry. I have a degree in marketing and I enjoy travelling.

R: Well, OK, that's a good start.

E: Can I take a brochure? I'd like to learn more about what you do.

R: Sure. Here you are. And here's my card. If you have any questions, I'd be happy to answer them.

E: That's great. Thanks for your help. Sorry, what was your name?

R: Ben Richardson. I'm the Assistant Recruitment Manager.

Conversation 2

R = Recruiter J = Jamie

R: Good morning. How are you enjoying the fair?

J: I've only just arrived to be honest, but there are a lot of very interesting companies present though. Sorry, could I just ask you a few questions about Travelogue?

R: Yes, of course. Have a seat. What's your name? I'm Ben Richardson and I'm the Assistant Recruitment Manager.

J: My name's Jamie, Jamie Mitchell.

R: Good to meet you, Jamie. So, what can I do for you?

J: I've just graduated from the University of Manchester with a marketing degree, specializing in tourism. I know you're busy, but I'd like to talk to you about my skills. I think they might be useful to your company.

R: Congratulations on getting your degree.

J: Thank you. I understand you're looking for Junior Marketing Associates.

R: We are, Jamie, that's right. What kind of practical experience do you have?

J: Well, I did my internship with a team that developed a marketing plan to promote UK tourism for a small village in Spain.

R: That sounds interesting. Can you tell me more about that?

J: It was for a small village in the south of the country. As I said, we created this marketing plan and then presented it to the local tourist board and it was adopted.

R: I see, wonderful. It sounds impressive. As you probably know we do a lot of work in Italy.

J: Oh, really? I speak a little Italian.

R: OK, that might be useful. Do you have a CV?

J: Sorry, I just gave away my last one, but I've got a business card. There's a link on there to the village website that I helped create.

R: Thank you very much. And here's my card.

J: I'd like to know more about the work you do in Italy. Can you put me in touch with the person in charge of your marketing projects? I'd like to ask them some questions if possible.

R: If you send me an email, I'll do that.

J: Can I take a brochure?

R: Here you are. It's been nice talking to you. Enjoy the rest of the event.

J: Thank you for your time, Ben. I really appreciate it.

B) Read the conversations again and answer the questions.

1. How did Ella prepare for the careers event?
2. What relevant skills and qualifications can Ella offer the company?
3. What was the outcome of the conversations with Ben for Ella?
4. What relevant skills can Jamie offer the company?
5. How did Jamie prepare for the careers event?
6. What was the outcome of the conversations with Ben for Jamie?
7. How could Ella and Jamie have been prepared?

C) Work in pairs and answer the questions.

1. How easy or difficult would it be for you to network at a careers event?
2. What could you do to prepare for this type of event?

Exercise 4. A) Cover the conversations in exercise 3 part A.

Complete the sentences with the words and phrases from the box. Then check your answers with exercise 3 part A.

Ask you a few questions	been nice talking	could I just ask	for your time
how are you	in charge of	in touch with	really see tell me more sounds

1. Can you put me _____ the person _____ your marketing projects?
2. Can you _____ about that?
3. I'd like to _____, if possible.
4. Good morning. _____ enjoying the fair?
5. It's _____ to you.
6. That _____ interesting.
7. I _____, wonderful.
8. Sorry, _____ you a few questions about Travelogue?
9. Thank you _____, Ben. I really appreciate it.
10. Oh, _____?

B) Put the phrases from exercise 4 part A into the correct category in the table below.

Starting a conversation	Showing interest	Closing a conversation
-------------------------	------------------	------------------------

C) Here are more phrases that you might use during a conversation. Put them into the correct category in the table above.

1. That's interesting.
2. Do you have a few minutes to explain...?
3. I really appreciate your time, thank you.
4. Could I give you a call next week to discuss this in more detail?
5. Uh-huh.
6. Right.
7. Can I talk to you for a minute?

Exercise 5. A) Work in groups of three. Role-play a meeting at a careers event between a recruiter for a web design company “Your World” and a candidate for a job. There are three candidate profiles: each person will take the roles of recruiter, candidate and observer once.

Student A (recruiter): Read the information about “Your World”.

Student B (candidate): Choose one of the candidates and read his/her online profile.

Student C (observer): Look at your instructions.

Student A (recruiter)

Your World	
Sector:	Web design
Established:	2011
CEO:	Adam Smith
Capacity:	8 designers
Location:	West London
Target markets:	fashion, creative industries and start-ups
Turnover:	£1,6m in 2020

Student B (candidate)

Profile 1:

A recent graduate of Nottingham Trent University, I'm a web designer specialising in the creative industries. I design professional-looking, user-friendly websites using the latest software. My favorite programmes are Wordpress, Photoshop and Flash for animation. When not in front of my computer, I'm behind a camera lens, photographing local birds.

Profile 2:

I'm a passionate graphic designer for web or print projects specialising in the creative field. Tech-savvy, as well as proactive, reliable and enthusiastic. I love what I do and

each project receives my full attention. I graduated in 2018 from the Glasgow School of Design where I completed internship with local fashion houses, Lucie Lou's and Vintage Look.

Profile 3:

I was an IT consultant with a passion for fashion before I retrained to become a graphic designer. I have just completed an internship with Louis Vuitton in Paris and am now ready for a new and exciting challenge.

Available immediately and looking forward to helping you make a successful contribution to the fashion world!

Student C (observer)

Listen to the conversation and make notes on the language Students A and B use to start and end the conversation, and show interest. Give feedback on what went well, what didn't go well and how they can improve next time.

Use the tables below to help you give feedback. You may need to correct the expressions Student A and B use.

ASSESSMENT TABLE (Student A/B)

Rating: 1 = effective, 2 = needs some improvement, 3 = poor

Criteria	1	2	3	Expressions
Started the conversation:				
Showed interest in the other person				
Closed the conversation:				

B) Listen to the observer's feedback. Discuss how easy or difficult it is to participate in a conversation with someone you have just met. Share your group's ideas with the class.

UNIT 3

MEETINGS

3.1 ARRANGING A MEETING

Exercise 1. What percentage of your time is spent in meetings? What kinds of meetings do you attend? How do you normally arrange them (e.g. by email or by phone)?

Exercise 2. Read this email from Marek Wachovski, owner of a translation agency in Prague. Answer the questions:

1. How did he find out about Sean McFee?
2. Why is he contacting him?
3. What does he ask Sean to do?

To: sean.mcfee@sfdesign.com
From: marekwachovski@sspeaking.cz
Subject: Designer for new website needed

Dear Mr McFee,

My name's Marek Wachovski and I have my own translation agency - Simply Speaking. I was given your details by one of your former colleagues, Ursula Vladikova. She recommended you to me as we are planning to renew our website.

If you are interested in discussing this further, could you either call us or send an email in reply and we will arrange a meeting with you?

Best regards,

Marek Wachovski

Exercise 3. Sean sends an email in reply to Marek and then calls him. Read the conversation and answer questions:

1. What is the purpose of the call?

2. What is the outcome?

3. Why is there a delay before the meeting can take place?

Marek: Marek Wachowski. How can I help you?

Sean: Hello, Marek. This is Sean McFee. I'm calling about the email I sent you regarding your new website.

Marek: Oh, hello. Yes, I remember. Thanks for responding so quickly.

Sean: No problem. I wondered if you'd had time to look through the portfolio I sent.

Marek: Yes, I have. Your work looks very interesting.

Sean: What exactly do you want to do? Do you want to change the whole site or just update parts of it?

Marek: Well, we're currently updating our corporate image, which means redesigning the logo, the brochures and the website. We've already done some of this in-house, but we need help with the website in particular.

Sean: Well, I could certainly help you with that.

Marek: Great. I suggest we meet to discuss things further. I have to be honest, though. You aren't the only designer we're talking to.

Sean: I understand. When would you like to meet?

Marek: Well...I go to Berlin once a month to interpret for a client of ours - I'm covering for a colleague who's on maternity leave. In fact, I'm leaving the day after tomorrow, but we can meet when I get back.

Sean: Fine, whatever's best for you.

Marek: Let's say, provisionally, Tuesday the 13th at eleven o'clock and I'll get my assistant to call you later today to confirm. You'll be travelling in from Krakow, won't you?

Sean: That's right.

Marek: It might be best to discuss travel arrangements with my assistant then. Her name is Catherine, by the way.

Sean: Fine. Well, thanks for your time.

Marek: You're welcome. See you in a couple of weeks.

Exercise 4. Read a conversation between Sean and Catherine.

a) What phrase does Sean use to ...?

- enquire about transport
- refer to the time of the train
- discuss the possibility of catching the train

b) What phrase does Catherine use to offer help with...?

- directions
- a taxi

Sean: Hello, Sean McFee.

Catherine: Hello, this is Catherine, Marek Wachovski's assistant. I'm calling about the meeting on Tuesday the 13th.

Sean: Oh, right. Thanks. I wanted to speak to you about that. I'm actually going to be in Prague already as I've arranged to meet some other clients on Monday.

Catherine: OK.

Sean: Can you tell me how to get to Simply Speaking? Is it better by taxi or public transport?

Catherine: Public transport's fine. Let me know where you're staying and I'll email you a map and directions from your hotel.

Sean: Thanks. Another thing I wanted to check ... How long are you scheduling the meeting for? There's a train that leaves at three o'clock. Will I have time to catch that one or should I take a later one?

Catherine: We'll be finished by 2.00 at the latest... It only takes 20 minutes to get to the station, so you'll have plenty of time.

Sean: Thanks. I'll probably take a taxi to the station to be sure.

Catherine: OK. When you arrive at the company, give your name to Reception and they'll send you up to us on the fifth floor. And let me know if you need a taxi and I'll book one for you.

Sean: That's very kind. Thanks a lot.

Exercise 5. Practise the conversations from exercise 3 and exercise 4 in pairs.

Exercise 6. Write a short introductory email to your partner, following steps 1-3.

1. **Introduce yourself and your company.**
2. **Explain that your partner was recommended to you.**
3. **Suggest a meeting to discuss some future business.**

Exercise 7. Work with a partner. Exchange your emails from exercise 6 and take turns to make a follow-up call. Remember to:

- **introduce yourself and explain why you are calling**
- **arrange to meet**
- **discuss the travel arrangements**

Key expressions

Introducing self (email)	Making a follow-up call	Responding to a follow-up call
My name's...and I (have / work for / represent)...	Hello...This is...	Yes, I remember.
I was given your details by...	I'm calling about the email I sent you regarding ...	Thanks for responding so quickly.
(She) recommended you to me as ...	I wondered if you'd had time to ...?	Thanks. I wanted to speak to you about ...

	I wanted to see if you are still interested in...	
--	---	--

Arranging to meet	Discussing travel arrangements
I suggest we meet to discuss things further.	You'll be travelling in from ..., won't you?
When would you like to meet?	Can you tell me how I can get to...?
We can meet...	Is it best by taxi or public transport?
Fine, whatever's best for you.	Let me know where you're staying and I'll email you a map and directions from your hotel.
Let's say, provisionally, Tuesday the 13th at 11.00.	There's a train that leaves at... Will I have time to catch that one?
I'll get my assistant to call you later today to confirm.	It only takes ...to get to ...
See you (in a couple of weeks).	Let me know if you need a taxi and I'll book one for you.

3.2 EXCHANGING CONTACT DETAILS

Exercise 1. Are you good at remembering people's names and contact details? Do you have any special techniques for helping you remember names when you meet people for the first time? In what situations do you have to exchange names and contact details?

Exercise 2. Read three conversations and answer questions 1-2 for each one.

- 1. How does each speaker give their contact details?**
- 2. Why do they want to keep in contact with each other?**

Conversation 1

A: Let me take your name and number, and I'll let you know when we're having another exhibition.

B: That's great. Thanks. Here's my card.

Conversation 2

A: Can I have Suzy's number and email address? I want to invite her to the next training day.

B: Sure. They're in my phone, so I'll send you her contact details by text. Is that OK?

A: Yeah, fine. That way I'll have your new mobile number, too.

Conversation 3

A: It was great meeting you again. Let's get together again next month. I have an email address from you but I'm not sure if it's current.

B: No, you've probably got my old one. But I've got yours so it's probably easiest if I email you when I get back to the office.

A: OK, great.

Exercise 3. Match phrases from the conversations to the categories a-c.

a) asking for details_____

b) giving details_____

c) promising details_____

Exercise 4. Read a phone conversation between two colleagues. Read the conversation in turns aloud. Pay attention to how to say numbers in English and a web address.

Mirella: Hello, Mirella Lyrio speaking.

Raul: Hi, Mirella. It's Raul.

Mirella: Oh, hi.

Raul: You remember Leif Gunnarson? We met him in Stockholm last month.

Mirella: Yes, he's with Skidlandir Shipping.

Raul: That's right. I thought I had him in my contacts list but I don't. Could you give me his details?

Mirella: Yes, sure. One moment. I've got his card here.

Raul: Great. Can I have his number?

Mirella: His mobile or his office?

Raul: His office.

Mirella: It's double 0 46. 967. Double 5 6745.

Raul: Sorry, can you repeat that?

Mirella: Yes, it's double 0 46 for Sweden. And then 967 double 5 6745.

Raul: So that's 967 55 6745.

Mirella: Yes, that's it.

Raul: And do you spell his last name with one N or double N?

Mirella: Double N. So that's G-U-N-N-A-R-S-O-N.

Raul: Sorry, was that E-R or A-R?

Mirella: A as in apple. So it's Gunnarson.

Raul: Sorry. Can you say that again?

Mirella: A not E in Gunnarson.

Raul: OK, thanks. Do you have his email?

Mirella: It's leif dot gunnarson at SBN shipping dot SE. You know you can find all his information online?

Raul: Right, of course. What's his company's web address?

Mirella: It's www dot SBN shipping dot SE slash sales. The SBN is in upper case letters.

Raul: OK, thanks, Mirella.

Mirella: Is there anything else?

Raul: No. That's everything. Thanks for your help.

Exercise 5. Prepare for a similar conversation with your partner. Write down a last name, a phone number, email and company web address. After practising in pairs, talk to each person in the class. Ask each person for their contact details. Either give your details straightaway or promise to give them.

Key expressions

Asking for contact details	Saying phone numbers and emails
Could you give me her details? Can I have his number? What's your web address? Do you have his/her email?	00 = double zero / zero zero / double oh @ = at; . = dot; / = slash; _ = underscore; - = dash; lower case = a, b, c, etc.; UPPER CASE = A, B, C, etc.
Checking numbers and spelling	Asking for repetition and clarification
So that's... Do you spell that with one N or double N? A for apple. / A as in apple. A not E.	Can you say that again? Can you repeat that? Is that E-R or A-R? Sorry, was that E-R or A-R?

UNIT 4

CULTURAL AWARENESS IN BUSINESS

When in Rome, do as the Romans do.

In business, an awareness of the beliefs and values of cultures can be a crucial factor in the effectiveness of communication between two people from different countries. Even though two people may be speaking the same language, how that language (verbal and body) is used or interpreted can mean the difference between good or poor relationships.

People work abroad for various reasons – for example, they may be transferred overseas by the company they are currently working for; or they may decide they want to work in a particular country and apply for a job before they go, or they may go to a country and find a job after they have arrived. In all three cases, the person needs a visa or work permit that allows them to work, qualifications that make them suitable for the jobs available and experience related to the position or the country. It helps if the person knows something about the culture and the practical aspects of living there. And last but not least, they need to be able to communicate in the language of that country.

The positive aspects of working abroad are having a chance to experience another culture and broadening your perspective. It can also help personal development through having to deal with the unique challenges of being ‘out of your comfort zone’, i.e. in situations which you are completely unfamiliar with. It can also improve your career development.

Companies, especially international or multinational companies, like to employ people with a wide range of experience and a proven ability to operate in various situations overseas.

Working abroad has its negative side. Culture shock – the negative feeling you have when you suddenly experience the differences in another culture – is the most obvious.

The shock can be reduced by good preparation – having a job to go to, having a visa, having enough savings to cover the first period after moving, researching the culture and information related to daily life such as the transport system, schools, places to live, the food and the climate.

A positive attitude once you have arrived, proactively making friends and integrating with the local culture, also helps. However, most people, even those who do their best to adapt, can feel **homesick** – they miss their family and wish to return to their country at some point.

Culture shock often refers specifically to the differences in behaviour which a person discovers when they move abroad. Local customs and etiquette can be difficult to understand and even harder to copy. People may appear reserved and less friendly than you are used to or the opposite: people may seem too direct. Even small things like touching and physical distance can be different enough to cause embarrassment and stress. At work, there may be different attitudes to timekeeping and interpersonal relationships that you may find unfamiliar or frustrating – for example, company life may be more hierarchical, which means that you have to take orders from a superior when you may be used to working in a flatter sort of culture.

The best cure for culture shock is probably to keep an open mind – to avoid stereotyping, not to make assumptions about how you want or expect people to behave, to maintain a positive attitude to new relationships and integrate with your new environment by joining a club, taking up a local sport and joining in local cultural and neighbourhood events. And finally, the ability to speak the language of your new country is probably the biggest challenge and benefit of all.

4.1 GLOBAL WORK CULTURES

Exercise 1. How much do you change your behaviour if you visit another country for work or as a tourist? Why?

Exercise 2. If you do business with a different culture, what is it useful to know about that culture? Read the text and compare your ideas.

Working across cultures

Professor Geert Hofstede of the Netherlands conducted a study of how values in the workplace are influenced by culture. His research, based on a large database of employees' values collected by IBM, covers 74 countries and regions.

Working, entertaining, negotiating and corresponding with colleagues from different cultures can be quite difficult. One misunderstanding could have a negative effect on months of work. Understanding intercultural differences can help communication with colleagues from other countries. According to Hofstede, if we compare the key factors in our own culture with those in another culture, we can predict possible difficulties.

Hierarchical or Egalitarian?

Some cultures, like Malaysia and Indonesia, are **hierarchical** with a caste or class system; there is often a big difference in wealth between individuals. At work, employees respect authority, don't usually take responsibility and have a **formal** relationship with their manager.

Other cultures, like Australia and Denmark, are more **liberal** and **egalitarian**. Managers give their employees responsibility and often socialize with them.

Individualistic or Collectivist?

Individualistic cultures, such as the USA and the Netherlands, think that individual rights and freedom of speech are important. Personal goals, choices and achievements are encouraged.

In more **collectivist** cultures, such as Korea and Colombia, this self-centred approach is discouraged. The group, such as the family, has a big influence on people's lives and is often seen as more important than business.

Companies have a strong work group mentality and praise is given to teams rather than individuals.

Masculine or Feminine?

In 'masculine' societies, like Brazil and Mexico, the male dominates the power structure. Competitiveness and assertiveness are encouraged, and the accumulation of wealth is important. Many employees 'live to work' and take short holidays.

In 'feminine' societies, such as Sweden and Finland, family, personal relationship, and quality of life are more important. Conflicts are resolved through negotiation, and people 'work to live', enjoying longer holidays and flexible working hours.

Cautious or Risk-taking?

Some cultures, especially those with a long history such as Greece and Portugal, are quite **cautious**. They often have religious backgrounds and resist new ideas. At work, people prefer to follow **strict** rules and do things as they always have been done. Other cultures, like Jamaica and Singapore, often have a younger history and are willing to take risks. They are more **open** to new ideas, and are more **accepting** of change.

Exercise 3. Read the text again. According to the Hofstede, which cultures ...?

- 1. think family life is important**
- 2. like to be very polite to their manager and / or follow rules and regulations**
- 3. adapt easily to change**

Exercise 4. Discuss questions 1-2 as a class.

1. Look at the four parts of key factors in the text. Which of the key factors would you use to describe your culture?

2. Based on your experience of working with and meeting people from other cultures, would you agree with Hofstede's conclusions? Why? / Why not?

Exercise 5. Work with a partner. Match the adjectives in bold in the text to definitions 1-10.

1. very polite _____
2. organised in levels _____
3. classless _____
4. careful _____
5. receptive of new ideas _____
6. allowing freedom _____
7. shared by all the group _____
8. something which must be obeyed _____
9. willing to tolerate something _____
10. focusing on the person _____

Exercise 6. Discuss how each adjective in exercise 5 could be seen as positive and negative.

Exercise 7. Read a conversation between two people talking on the subject of culture. Summarise the main points of the first speaker's story. What type of course is the second speaker talking about? What do people learn about on the course?

Antony: If you're working, or doing business, outside your home country, understanding the local culture is essential. You need to be informed about the culture you're working in and be prepared to be tolerant of different customs. And, you know, you can make

some very expensive mistakes if you get it wrong. I'll give you an example. My boss Tony used to sell mainframe computers, and a few years ago he was working in the Middle East. One of the big electricity companies said it was interested in buying a new system. Now, Tony had been there for a few years, he was familiar with the country and how things worked... so over two or three months, he had a lot of meetings, making contacts, getting to know the right people... And then a competitor from the US came over - with a better product, and at a better price.

Obviously, he was used to doing things the American way. So he gave a few presentations, had a few quick meetings, and then flew back to the States thinking he had a deal. But he didn't. In the end, it was Tony who got the contract, because even though his product wasn't as good, he understood the way business was done. The other guy was very, very good at his job back in the States, in a different context... but in this case, he was actually responsible for losing a multi-million-dollar deal because he'd completely failed to adapt to the culture, to a different way of doing things.

Caroline: We run a training centre for employees of multinational companies who are going to be sent abroad for work ... for sometimes up to three years ... And they come from many different companies and industries - telecoms, engineering, computers, banking and so on. Our aim is to help people be more aware of the culture they are going to. This involves all kinds of things. First of all, we give them a basic understanding of the country they are going to - its political system, social culture, basic cultural norms. We talk about any issues that people are sensitive about - it's surprising how many countries have taboo subjects, often political, that you just don't talk about.

In the second part of the course, we look at the most significant cultural differences between the person's home country and the host country, and we focus particularly on aspects of the work culture - how meetings are conducted, how agreements are made, attitudes to time, the hierarchy in the workplace and how respectful of authority and seniority employees are, how important personal relationships are - all things which will help them adjust to working in the local culture. And at the end - when they finally arrive

at their destination - they will be far more sensitive to important local issues...And their colleagues and the people they meet through work will have much more respect for them.

Exercise 8. Complete sentences 1-8 with the words from the list. Find them in the conversation from exercise 7.

aware sensitive familiar respectful tolerant informed adjust used

1. People from Finland don't like to offend other people, so they're always very _____ to their guests' feelings.
2. I found it quite hard to _____ to the hierarchical culture in Thailand - my culture is much more egalitarian.
3. I wasn't very _____ with the way business is done in Romania, so I was surprised by the amount of bureaucracy.
4. I wasn't _____ of the custom of greeting the oldest person first in China, so I'm afraid I offended my host.
5. Mexico is a hierarchical culture, so it's important to be _____ of people of a higher rank.
6. My boss sent me on a cross-cultural training course, so I was _____ about business etiquette in Brazil before I was seconded there.
7. I'm _____ to people being direct in my own country, so the indirect communication of Singaporeans seemed strange to me.
8. My colleague is always very punctual, so he wasn't very _____ of the Greek custom of arriving late for dinner!

Exercise 9. Work with a partner. Use speech models from exercise 8 to ask questions.

Exercise 10. Match adjectives from the list with statements 1-10.

hierarchical strict cautious individualistic egalitarian
 formal liberal collectivist open accepting

1. 'I like to make my own choices about the way I live my life'.
2. 'My parents allowed me a lot of freedom when I was young'.
3. 'We are all the same here - there's no separation between bosses and workers'.
4. 'My boss is a Level 1 worker, and I'm a Level 4. You're only a Level 7, but you'll climb the ladder over time'.
5. 'If they introduce a shift system, I'll take part - I won't complain'.
6. 'I'm not going to invest the money in shares. It's going into a bank account where I know it'll be safe'.
7. 'I would be grateful if you would call me Mr Jones rather than Barry'.
8. 'My organisation has a lot of rules that we have to obey'.
9. 'I'm always willing to listen to new ideas and suggestions'.
10. 'Team effort is more important than individual achievement in my company'.

Exercise 11. Complete sentences 1-8 with the correct prepositions.

1. My last boss was sensitive _____people's needs and treated everyone very well.
2. The company I work for isn't very tolerant _____individualists.
3. I've just read an article about Finland, so I'm informed _____business etiquette there.
4. I'm not familiar _____your customs, so could you explain what I've meant to do?
5. In some cultures, it's important to be respectful _____traditions.
6. If you do business in this part of the world, you need to be used _____dealing with bureaucracy.
7. When I moved to the USA I found it hard to adjust _____the directness of the people there.
8. What customs do I need to be aware _____when I visit South Korea?

Exercise 12. Jorge and Lana are talking about doing business in Ukraine. Put the words in italics in sentences 1-8 in the correct order.

Jorge: I had an interesting time in Ukraine and 1) *the / in / end* a deal was done.

Lana: Was doing business there different to Greece?

Jorge: Yes, very. We had a lot of misunderstanding at first. 2) *it / because / about / came / of* our lack of knowledge about negotiating in Ukraine.

Lana: So, what happened?

Jorge: We met our Ukrainian colleagues and expected to get down to business. But it seemed a long time before we even spoke about the negotiation. 3) *that / problem / the / was / first*.

Lana: 4) *so / did / do / you / what ?*

Jorge: We made small talk - about our journey, our families and so on. Eventually we spoke about the real business. 5) *seems / it / that / relationship-building* before business is very important to them.

Lana: 6) *what / next / happened ?*

Jorge: The Ukrainian team looked at the deal as a whole. They told us exactly what they required from the contract and 7) *when / that / was / uncomfortable / I / felt / really*. I mean, we don't negotiate like that here. We do it bit by bit.

Lana: And then?

Jorge: 8) *time / by / went / as*, we became more aware of each other's culture and how business is done and ...

Exercise 13. Jorge continues his story from exercise 12. Choose the correct words in italics in examples 1-6.

Jorge: 1) *At last / At first* it seemed that the Ukrainians were very direct and abrupt, but this was just their style. 2) *What's most / What's more*, they said 'no' to us quite frequently, which was difficult to get used to. 3) *It wasn't until / It wasn't since* I read up about the

Ukrainian negotiating style that I found out they say 'no' about nine times more often than Western negotiators!4) *In spite / Despite* this we became quite good friends. There were a few times when it was tough and we thought we lost the deal. 5) *Luckily / Happily* my colleague knew that hospitality is also very important to business relationships and he invited the Ukrainian team to dinner. The idea was that it would get our relationship back on track. 6) *It really shocked me, but it functioned / It really surprised me, but it worked.* I've certainly learnt from the experience.

Exercise 14. Work with a partner. Prepare some information for someone from a different culture who is coming to work in your company. Think about the things below and explain how aspects of your culture influence behaviour.

- how people behave in meetings
- relationships between different members of staff, e.g. formality
- individual efforts and teamwork
- responsibility
- company policy
- social events

4.2 WORKING ABROAD

Exercise 1. Discuss these questions.

1. Have you ever worked or studied abroad, or do you know someone who has? Describe your/their experience. Did you/they experience 'culture shock'?
2. If you were going to relocate to work/study abroad, what would you do to prepare?
3. If people from another country come to work/study in your organisation, what are the most important cultural differences they need to be aware of?

Exercise 2. Read the programme interview and answer the questions.

- 1. What may employees need to do when working for international companies?**
- 2. Why is working abroad not the same as travelling for pleasure?**
- 3. What might happen after you break the ice and get to know a German person well?**
- 4. What do Brazilians tend to be like?**
- 5. What did Marcus find difficult but fun?**
- 6. Why is it acceptable in Poland to say 'yes/no' and not say 'thank you' and 'please' so much?**

P = Presenter E = Evelyn R = Rodrigo M = Marcus H = Hannah R = Rennie

P: Working abroad is now a fact of life for many people in business. Multinational companies often require their staff to relocate to offices in different countries or even on different continents. International experience can be a valuable asset in career development. The prospect of moving to a new country is exciting. It brings the opportunity to see new places and to get to know different cultures. But going abroad to work is not the same as travelling for pleasure. It brings challenges. Foreign professionals have to learn about cultural issues like customs and etiquette. They may find the way people communicate and interact at work is different. One of the first things that someone in a new job overseas has to encounter is interacting with coworkers. In different cultures, different standards apply.

E: When you are in Germany people are a bit more reserved to begin with. Once you've broken the ice and got to know them, they will be your friends for life, if they make friends with you. But initially, they are a bit more reserved, so don't be put off by that.

P: The workplace culture in Brazil is quite different.

R: When it's time for lunch, you always have lunch with someone – you never have your lunch alone – there's always, usually more than one person. So it tends to be very face value and very friendly, which can be unhelpful at times because you want to do some

work and be quiet, but people tend to be interactive and communicative. But at the same time, you have a very strong sense of team spirit because everybody's together there doing the same things.

P: Good communication is essential in a work environment. It can present some challenges as Marcus found when he relocated from Sweden to the UK.

M: I thought I was very fluent in English when I, you know, when I lived at home in Sweden. But then when you actually come to live here, you realise that there are nuances and phrases that you don't know at all. And, you know, doing your mistakes and saying the wrong things at the wrong time, but quickly learning, was fun.

P: The etiquette of communication can also vary. In Poland people tend to be direct when they talk to each other.

H: You might be a little bit shocked that the Poles tend to be more abrupt, or that's how they will come across. The use of 'thank you' and 'please' – it's probably less widely used. The linguistic elements and the cultural elements don't demand that. So, it's absolutely polite if you just say 'yes' or 'no' and leave it at that.

P: Many of the rules of a culture remain unwritten. Learning them can be challenging but it is also rewarding and is one of the keys to success in the global workplace.

Exercise 3. Cover the text. Who said what? Match the speakers (E, R, M, H) with the sentences. Use two of the speakers twice. Read the text from exercise 2 again and check your answers.

1. I thought I was very **fluent** in English when I, you know, when I lived at home.
2. But initially they are a bit more reserved, so don't **be put off** by that.
3. But then when you actually come to live here, you realise the **nuances** and phrases that you don't know at all.
4. The use of 'thank you' and 'please' - it's probably less **widely used**.
5. You always have lunch with someone - you never have your lunch **alone**.
6. You might be a little bit shocked that the Poles **tend to** be more abrupt, or that's how they will **come across**.

Exercise 4. Look at the words and phrases in bold in exercise 3. Discuss their meanings with a partner and choose the best synonym (A, B or C) from the list below.

<p>1. A speak with a native accent B speak a language very well C speak fast</p>	<p>4. A common or usual B popular or well-known C to be found everywhere</p>
<p>2. A make it difficult for someone to pay attention B arrange to do something later C get demotivated</p>	<p>5. A feeling unhappy or lonely B without people you know C without help from anyone else</p>
<p>3. A slight differences in manner B slight differences in colour C slight differences in meaning</p>	<p>6 (<i>tend to</i>) A have a tendency to B be always annoying C move in a particular direction (<i>come across</i>) A easy for people to understand B meet or find by chance C seem to have particular qualities</p>

Exercise 5. A) What are the opposites of these words to describe people? Add a prefix such as *dis-*, *im-*, *in-* or *un-*, or write the antonym (opposite).

<p>direct friendly formal honest helpful kind polite reserved sociable respectful</p>
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B) Complete these sentences with suitable adjectives and their opposites from exercise 5 part A. The first letters in each gap are given.

1. People in our culture come across as quite **f**_____ and communicative when you first meet them.
2. You should always be **s**_____ and generous with visitors. And we expect to be treated the same way when we go abroad.
3. It is common to say what you think to people in my country. If you're too **i**_____, people won't understand you, or might even think you are **d**_____!
4. People here tend to be very understanding and **h**_____ if you have a language problem. But when I was working abroad, some people were rude to me because I didn't speak English fluently at first - that was mean and **u**_____.
5. It is very important to be **r**_____ to managers and those in authority. You shouldn't be **i**_____. Not respecting people is considered very **i**_____ in my country.

Exercise 6. Project “Research a culture”. A) Work in pairs or small groups. Do you know people who have come to your country to work? In what ways has their experience been positive or negative? Research ways of working or studying in a culture that's different to yours. Follow these steps.

- Interview a person you know who has:
 - a) worked/studied abroad or
 - b) come to work/study in your country.
- Prepare 6-8 questions and record the interview with your mobile phone.
- Consider some of these points:
 - being direct/indirect
 - customs and etiquette
 - cultural misunderstandings
 - national character
 - ways of working

- Use expressions like these for checking and confirming information:

So, do you mean ...? Are you saying that ...? Can I just check — when you say ..., you mean ...?

B) Write ten *dos* and *don'ts* for people from abroad coming to work/study in your country. Use the expressions in exercise 5 to help you.

4.3 DECISION-MAKING

Exercise 1. A) People from different cultures make decisions in different ways.

Work in pairs and answer the questions:

1. How do you make decisions with other people?
2. What is the most effective way for you to make decisions (e.g. when organising an event like a party for a colleague or fellow student)?

B) Read the information on how two different cultures approach decision-making.

Then answer the questions:

1. Which culture (A or B) do you feel closer to?
2. What risks are there when someone from Culture A is working with someone from Culture B?

Culture A	Culture B
It's important to have consensus. This means it's important to act as a group and have a discussion before decisions are made. The process of reaching a result is just as important as the result itself. Deadlines are useful to keep people focused, but they should be	It's important to be decisive. If the group can't reach a decision, then the person responsible should make one, based on the information available. Achieving results and reaching decisions are more important than the process of getting there. People who respect deadlines show both commitment

seen as flexible and can be moved around as circumstances or objectives change.	and competence. Those who don't may be seen as unprofessional or disorganised.
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Exercise 2. Read extract 1 as Stefanie and Paula prepare for a meeting with Susan and Pedro – potential customers from a Mexican chain of business schools. Then answer the following questions:

- 1. What goal do they each have for the meeting?**
- 2. Which approaches do they want to take? Why?**
- 3. What problems do you foresee?**

Extract 1

S = Stefanie P = Paula

S: Today is a big day for our project. We have some clients coming in who are thinking about making a major purchase for the Mexican market. Paula has responsibility for Mexico, but I'm a bit more experienced so Matt has asked me to lend her some support. The important thing in these kinds of conversations is to make sure that things keep on moving ahead. I'm keen to keep the focus on our launch date and stick to the plans that we have between now and then. After that, we can worry about group decisions and small details. I think with the important points we should use our expertise and let our clients know what's best.

S: The first thing I'd like to do is go over all the dates we have for the next three months. Can we start there?

P: When we're talking about making decisions, I would say that I prefer to try to find consensus. It's a huge project in Mexico! There are so many things to think about. How will we register students? When to register students? What are we going to do about marketing? Are we going to assist with that? We need to ask them all these questions and take decisions together, we can't know everything about anything ourselves. So, yes, for me this meeting is about getting to understand more about how they work. We can think about a launch date later.

Exercise 3. A) In small groups, discuss which is the best approach (Option A or B) for Paula and Stefanie to use to get commitment from their potential customers.

Option A: focus on your expertise and lead the discussion toward fixed dates and decisions you have in mind.

Option B: focus on finding out more about their needs and priorities and make decisions together about dates and other steps.

B) Read extracts 2 and 3. Answer the questions for each extract:

1. How do Susan and Pedro react to the approach taken?

2. What is the solution that is agreed? Who suggests it?

3. Overall, how successful was the decision-making process? Why?

Extract 2 (Option A)

St = Stefanie Su = Susan P = Pedro

St: We think that the next step is to decide when exactly we would want to plan the launch.

Su: Yes, I'm happy to have that conversation.

St: Great, well we think that it would be a good idea to keep things moving ...

Su: Absolutely ...

St: So, I suggest we plan to launch this year.

Su: OK.

St: In our experience, it's a good idea to use summer. When the students aren't around we can implement and test everything. Hopefully, your IT guys will have a bit more time then – it's just easier to set everything up. So, my advice is that we aim for a launch date in September.

Su: I totally agree. Let's do that.

P: OK. That's not far. I think, we should know a little bit more about the process. I just want to make sure that we're all being realistic.

Su: It's realistic. Let's just do it, we can get into the process later. OK, great. We're all agreed then.

St: Fantastic.

Extract 2 (Option B)

St = Stefanie Su = Susan Pa = Paula Pe = Pedro

St: We think that the next step is to decide when exactly we would want to plan the launch.

Su: Yes, I'm happy to have that conversation.

Pa: Great, when would be the best time for you? It would probably be a good idea to keep things moving and plan for sometime this year, but we're happy to work around your needs.

Su: September time would be good.

Pe: I think that we should do a pilot first. let's just trial it in one of our business schools and then, if it all runs smoothly, we can roll it out to the rest of the group.

Pa: We could do that, certainly. It sounds logical. Have you thought about how and when you'll register your students, or how we're going to market the courses in advance?

Pe: No, not yet. I guess, we would need to discuss those things internally to start with. let's keep it flexible for now. You know, sometimes things change, let's keep talking.

Pa: Sure, after all, we're here to facilitate what works best for you.

Su: Thanks, Paula, but I'm sure we don't want to waste your time or ours in meeting after meeting. I'm happy to make a decision now and stick to it. let's say September. If we don't go live that semester, there'll be another six-month wait, which no one wants. So, can we launch in September and fix an exact date? You can do whatever piloting you want between now and then.

St: Absolutely, that sounds perfect.

Pe: OK.

St: Great, well, we'll start looking at dates.

Exercise 4. Read the Conclusions section of the discussion. Note down three cultural differences mentioned and the recommendation for overcoming them. Have you experienced any of the differences? If so, how did you overcome them?

Everyone's decision-making behaviour is shaped in some way by their culture. It could be national, corporate or some other form of culture. Firstly, some people can take a very target-driven approach while others may prefer a more collaborative approach. For example, in Option A, Stefanie and Susan dominated the discussion and were very target-driven, while in Option B we see that Paula and Pedro are clearly more consensus-oriented. Another difference is how people view time and deadlines. What's fixed for one person may be flexible for another, and this can cause problems.

As we saw in the extracts, Stefanie was keen to have a fixed decision on the launch date while Paula was happier taking a more flexible approach. Thirdly, we can look at attitudes to status and hierarchy. In some places, hierarchies are flat and you can openly discuss and debate ideas with your manager. Elsewhere, status and hierarchy are more important, and you probably shouldn't openly disagree with your manager.

In this story, Susan is ranked higher than Pedro, and Stefanie has more experience than Paula. These factors could have enabled them to push through their decision in both options. So, how can we overcome these challenges? We can first observe others. Then discuss our preferred approach. This can help us achieve better business results while protecting relationships at the same time.

Exercise 5. Discuss the following questions with a partner.

- 1. What communication style do you think is more effective when reaching decisions? Why?**
- 2. Does your culture influence how you make decisions? How? What are one advantage and one possible disadvantage of your communication style?**
- 3. Decide one thing which you can do to handle working across cultures more effectively in the future.**

Expressing preferences

Exercise 6. Complete the expressions of preference with a word or phrase in the box.

happy to	keen	prefer (not) to	sure	want
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- I'm _____ to (keep the focus on our launch date).
- I / I'd _____ (try to find consensus).
- We're _____ (work around your needs).
- I just _____ to (make sure that we're all being realistic).
- I'm _____ that (we don't want to waste your time).

Exercise 7. A) Match the beginnings of the phrases 1-7 with the endings a-g.

1. My preference is / would be (not)	a I'd choose the red one.
2. I don't mind	b to stick to our current supplier.
3. I would rather (not)	c what we do / waiting for a bit longer.
4. I'm (not) keen	d had the meeting next week.
5. If it were up to me,	e make the decision now.
6. I would rather [we/you/they]	f you emailed us the details.
7. We'd prefer it if	g on the idea / changing our plan.

B) Which phrase in part A indicates that the speaker does not have a preference?

Exercise 8. A) Complete the conversation with the correct form of the verbs in brackets.

A: Where shall we hold next year's graduation ceremony? I'm not keen on
1 _____ (book) the same hotel again. The catering was terrible.

B: Yes, I'd rather we 2 _____ (look) at other options, too.

A: If it 3 _____ (be) up to me, I 4 _____ (cancel) the whole event. It's such a

headache to organise.

B: Don't worry! I'm happy **5** _____ (do) some research. So, what are we looking for?

A: I'd prefer it if we **6** _____ (choose) somewhere closer to the city centre.

B: Yes, but then it gets expensive. I'd prefer **7** _____ (not increase) the cost. People don't mind **8** _____ (go) to a hotel further away if it has good public transport links.

A: OK, I'll leave it with you.

B) Practise the conversation in pairs.

Exercise 9. A) Work in pairs and look at three situations. Discuss the points in the box and any ideas of your own. Talk about your preferences and try to come to an agreement.

1. You want to organise a team-building event for the staff in your department.

accommodation	activities	duration	location	time of year	transport
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2. You want to redesign the room you are sitting in right now.

colours	décor	equipment	furniture	lighting
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3. You want to open a new retail store in your town.

advertising	location	pricing	product range	target market	type of store
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B) Who had the strongest preferences in the group? Which phrases from exercises 6 and 7A did you use? Which ones did you find difficult to use?

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