

# BUSINESS ENGLISH

## INTRODUCTION

This compendium was made in the framework of NordPlus Adult project NPAD-2015/10009 „Innovative vocational foreign language teaching- a key to adult learning motivation“.

As the modern, constantly changing labor market is open for international manpower movement, the demand of foreign language is huge, that's why it is necessary to get and to improve speaking vocational foreign language competencies for an adult learner. Vocational foreign language teacher hasn't got enough competencies to determine the most actual and necessary topics of vocational subjects, which are oriented towards adult teaching.

For that purpose, collaboration among vocational teachers would be the best way to determine, purify and present the most essential teaching material, which will help to develop vocational, speaking and communication skills and motivate an adult learner. It will help them to integrate and join the labor market easier. This compendium is intended for the students of various business professions. The aim of the compendium is to enlarge students' knowledge of special terms, to enhance their skills of comprehension, use of English, writing and reading, and to develop their communication abilities in professional aspects.

The module contains three units such as “Business: General Background”, “Business Etiquette” and “Intercultural Dimension within Business Communication. The compendium comprises texts from the authentic sources; the texts are adapted to suit the educational needs. The reading passages are followed by a variety of comprehension activities to ensure that students have understood the most important ideas contained in each text. A variety of up-to-date writing tasks will ensure the development of writing skills with the purpose to act accordingly everyday situations. Thematically linked to the topic of each unit there is a variety of exercises designed to focus on professional lexis and difficult points of grammar.

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## UNIT 1. Business: General Background

INTRODUCTORY FORM					
Aims/ Goals	<p>The module <i>Business: General Background</i> is aimed as the support material to help students understand and practice the fundamentals of effective business communication through the English language. The module will provide educators and students with background information along with practical activities to be introduced during the classes and used as home assignments.</p> <p>The goals of the module:</p> <ul style="list-style-type: none"> <li>• To familiarize students with the lexis/vocabulary related to business English;</li> <li>• To familiarize students with the discourse framework for effective business communication within different social contexts;</li> <li>• To develop speaking, reading, writing and listening skills;</li> <li>• To develop social skills (e.g. expressing one's opinion, asking q-s, active listening, etc.);</li> <li>• To develop presentation skills (oral and written);</li> <li>• To develop skills of feedback provision.</li> </ul>				
Learning Outcomes	<p>The students are:</p> <ul style="list-style-type: none"> <li>• Familiarized with the lexis/vocabulary related to business English;</li> <li>• Able to use their professional profile to the target audience/addressee (both orally and in writing);</li> <li>• Able to participate in the professional discussions: formulate profession-related q-s, respond to them.</li> </ul>				
Duration	1 Unit 8-10 acad. hrs. x 45 min – classwork + home assignments				
Material	Multimedia, support materials introduced in the module; the Internet; tablets.				
Description	<p><b>Stage 1:</b> The section comprises activities to be used to activate business communication models. Different communication registers are introduced (e.g. formal, informal, etc.) within spoken communication mode.</p> <p><b>Stage 2:</b> The section introduces the context and background for the topic <i>Business Correspondence</i> supported by reading/discussion and writing activities.</p>				
Debriefing	<a href="http://www.fluentu.com/english/business/blog/business-english-movies/">http://www.fluentu.com/english/business/blog/business-english-movies/</a>				
Key terms	<b>Business: Vocabulary</b>				
	<b>Function</b>	<b>Collocations</b>	<b>Latvian</b>	<b>Lithuanian</b>	<b>Estonian</b>
	Verbs with <i>Business as an Object</i>	conduct transact mind run start expand own grow help operate build sell manage	vadīt noslēgt, kārtot pārzināt vadīt, kārtot uzsākt paplašināt piederēt palielināties palīdzēt funkcionēt veidot pārdot pārvaldīt	vadovauti susitarti paisyti valdyti pradėti išplėsti valdyti plėstis pagelbėti veikti kurti parduoti valdyti	juhtima sõlmima tegelema äri ajama alustama laiendama omama suurendama aitama tegutsema rajama müüma juhtima

	<b>Function</b>	<b>Collocations</b>	<b>Latvian</b>	<b>Lithuanian</b>	<b>Estonian</b>
		attract promote	piesaistīt veiciāt, sekmēt	pritraukti reklamuoti	ligi meelitama soodustama, kaasa aitama
	Verbs with <i>Business as a Subject</i>	grow process operate thrive need fail rely prosper flourish employ expand sell depend continue struggle	augt noformēt vadīt, pārvaldīt zelt, kuplot nepieciešams neizdoties paļauties uzplaukt veikties nodarbināt paplašināt pārdot būt atkarīgam turpināt pūlēties, censties	augti perdirbti valdyti klestėti reikėti žlugti pasitikėti klestėti suklestėti įdarbinti išplėsti parduoti priklausyti tęsti kovoti	kasvama töötlemä, juhtima hästi edenema vajama ebaõnnestuma toetuma õitsema laabuma kasutama laienema müüma sõltuma jätkama pingutama,
	Adjectives with <i>Business</i>	booming profitable brisk usual casual online urgent dependent eligible viable competitive  friendly worth	plaukstošs ienesīgs rosīgs parasts gadījuma rakstura tiešsaites neatliekams atkarīgs no cita piemērots dzīvotspējīgs konkurējošs  draudzīgs vērtīgs	klestintis pelningas vikrus įprastas atsitiktinis prisijungęs skubus priklausomas tinkamas gajus konkurencinis  draugiškas vertas	õitsev kasulik, tulus elav tavaline juhuslik interneti teel kiire, pakiline sõltuv, olenev sobiv, kõlblik elujõuline konkurentsivõid meline sõbralik väärt
	Modifiers of <i>Business</i>	local own big retail core unfinished profitable private successful whole family online medium musical	vietējais privāts liels mazumtirdzniecība pamatdarbības nepabeigts ienesīgs privāts veiksmīgs viss pilnībā ģimenes tiešsaites vidējs mūzikas	vietinis asmeninis didelis mažmeninis esmė neužbaigtas pelningas privatus sėkmingas vientisas šeimyninis prisijungęs vidutinis muzikalus	kohalik enda oma suur jaemüük põhitegevus lõpetamata kasumlik, tulus isiklik edukas kogu pere internet keskmine muusika
	Nouns Modified by <i>Business</i>	music owner model partner district venture leader practice plan opportunity card strategy associate enterprise community environment	īpašnieks modelis partneris apgabals pasākums līderis/vadītājs prakse plāns iespēja vizītkarte stratēģija kompanjons uzņēmums kopiena vide	savininkas modelis partneris rajonas įmonė vadovas/lyderis praktika planas galimybė vizitinė kortelė strategija bendradarbis įmonė bendruomenė aplinka	omanik mudel partner piirkond risk (ettevõtte) juht tava plaan võimalus visiitkaart strateegia partner ettevõte kogukond keskkond

	Function	Collocations	Latvian	Lithuanian	Estonian
	Words <i>and/or</i> <i>Business</i>	individual consumer trade politics resident home organization finance economics household industry profession entrepreneur pleasure corporation	indivīds patērētājs tirdzniecība politika pastāvīgs mājas organizācija finanses ekonomika mājsaimniecība rūpniecība professija uzņēmējs prieks, patika korporācija	individas vartotojas verslas politika gyventojas namas organizacija finansai ekonomika namų ūkis pramonė profesija verslininkas malonumas korporacija	üksikisik tarbija kaubandus poliitika kohal asuv kodu organisatsioon finantsid ökonoomika leibkond tööstus amet, elukutse ettevõtja rõõm, heameel korporatsioon



## 1. Hello and Goodbye



### 1.1. Greeting Each Other

Business Etiquette: How To Make A Correct Greeting from **A Beginner's Guide to Business Etiquette: Mastering Good Manners is now Blissfully Simple** by Crista Tharp (2013).

#### Information Input

We all want to be treated with respect, and it starts with the very first greeting. The following are the guidelines to greeting someone the appropriate way.

#### Meeting Someone For The First Time:

- Stand when someone new comes into the room (whether you are a man or woman).
- Do make eye contact and smile!
- Offer your right hand out-stretched with palm facing left to shake hands.
- Your grip should be firm, but not a bone crusher.
- A handshake should last as long as it takes you and the other person to say your names.
- Introduce yourself by making direct eye contact and saying your first and last name.
- If you didn't catch their name the first time, ask them politely to repeat it.
- At the end of the meeting, shake hands again and say how nice it was to meet them. Use their first name.
- Follow up if you promised to send them something, call them, or anything else. Follow up is a key to success!



## Introducing Someone Else...

Generally, you introduce the younger to the older; the junior executive to the senior executive; and a colleague to a client.

If you have forgotten someone's name, politely tell them you have forgotten their name and they will repeat it for you.

Always try to include a fact about each person in your introduction.

*For example:*

*"Julie Baley, I would like to introduce you to Dan Green, our new Vice President. Dan (or Mr. Green), this is Ms. Baley, our new client who owns ABC Event Company. Julie (or Ms. Baley) just received the top Event Planner Award and Dan (or Mr. Green) received that award five years ago."*

Always use a formal title such as Doctor or Judge if possible.

Try to refrain from using nicknames unless you feel the person would prefer it.

Always make sure to speak slowly and clearly so you can be heard and understood correctly.

### One Last Thing!

Remember, people love it when you know and use their names. It is important to do your best to always remember and pronounce names correctly. There are several tips and techniques available to you if you have problems remembering names. Consider it an investment in your etiquette tool box.



### 1.2. Mark each of the following expressions:

Formal Greetings (1)

Informal Greetings (2)

Greeting Someone You Haven't Seen for a Long Time (3)

Very Informal Greetings (4)

Hello or Hello (Person's Name)!

Hi!

What's crackin'?

How's it going?

Good evening!

Sup (Short for What's up?)

Howdy

Nice to see you!

Nice to see you again!

Hey! or Hey (Person's Name)!

What's going on?

I haven't seen you in a long time!

I haven't seen you in forever!

How are ya?

How are you?

Good afternoon!

What's up?

What's new?

What have you been up to?

How have you been?

Good morning!

Yo

Hiya

How are you doing?

Long time no see!



### 1.3. Complete the Dialogue

**Mr. Johnson meets Mrs. Walton, one of his students, and her husband in the street.**

- Mr. Johnson:** Good morning, Mrs. Walton.  
**Mrs. Walton:** .....How are you?  
**Mr. Johnson:** .....  
**Mrs. Walton:** Not too bad. Mr. Johnson, this is my husband Michael; Michael, this is Mr. Johnson – my English teacher.  
**Mr. Johnson:** Pleased to meet you.  
**Mr. Walton :** ..... Are you from London, Mr. Johnson?  
**Mr. Johnson:** Yes, .....  
**Mr. Walton:** I come from Derby, but I live in London now.  
**Mrs .Walton:** Well, goodbye Mr. Johnson, it was nice to see you.  
**Mr. Johnson:** .....



### 1.4. Match the terms with their definitions:

- 1 A.G.M.
- 2 A.O.B.
- 3 absent
- 4 agenda
- 5 apologies
- 6 ballot
- 7 casting vote
- 8 chairman
- 9 conference
- 10 conference call
- 11 consensus
- 12 decision
- 13 item
- 14 matters arising
- 15 minutes
- 16 proxy vote
- 17 show of hands
- 18 unanimous
- 19 videoconference
- 20 vote

- a) **abbr.** Annual General Meeting
- b) **abbr.** Any Other Business [usually the last item on an agenda]
- c) **adj.** not here; not at the meeting; not present
- d) **n.** a written programme or schedule for a meeting
- e) **n.** item on agenda announcing people who are absent; apologies for absence
- f) **n.** a type of vote, usually in writing and usually secret- **secret ballot n.**
- g) **n.** a deciding vote (usually by the chairman) when the votes are otherwise equal
- h) **n.** the person who leads or presides at a meeting; chairperson; chair
- i) **n.** formal meeting for discussion, esp. a regular one held by an organisation
- j) **n.** telephone call between three or more people in different locations
- k) **n.** general agreement
- l) **n.** a conclusion or resolution to do something - **to decide v.**
- m) **n.** a separate point for discussion [as listed on an agenda]
- n) **n.** item on agenda for discussion of what has happened as a result of last meeting
- o) **n.** a written record of everything said at a meeting
- p) **n.** a vote cast by one person for or in place of another
- q) **n.** raised hands to express an opinion in a vote
- r) **adj.** in complete agreement; united in opinion
- s) **n.** conference of people in different locations linked by satellite, TV etc
- t) **v.** to express opinion in a group by voice or hand etc - *also n.* - **to cast a vote v.**



## 1.5. Business Correspondence

### Information Input

Whether you're writing to friends, colleagues or to a potential business partner, your main goal is to **get your message across**, in other words, to ensure the recipient understands you.

If you use improper or incorrect language and continuously make mistakes in your e-mail, not only might you fail to make yourself understood, you might also **fail to make a good impression** on the reader.

To avoid this, you can run your e-mail through a **grammar and spell checker**, however, this in itself won't guarantee that you're using **the right words and expressions**.

In this article, you'll find examples of language that are commonly used in different types of emails, and hopefully, you'll find the most appropriate one for your message.

The examples are labelled '**formal**' and '**informal**' - please note that most informal expressions are perfectly suitable to use in '**semi-formal**' situations, such as between business associates who have worked together for some time and have established a good relationship.



## GREETINGS

### Formal

*Dear Sir/ Madam,*

*Dear Sir or Madam,*

*To whom it may concern: (especially AmE)*

*Dear Mr./ Ms. Jones,*

*Dear Dr. Smith,*

Note: First names are NOT used. Using Miss or Mrs to address a woman is not appropriate, as you don't know whether she's married or not.



### **Informal**

*Hi Dennis,  
Hello Claire,  
Dear Mum,*

Note: salutations are followed by a (,) **comma**, exception: 'To whom it may concern:'



### **REASON FOR WRITING / REPLYING**

#### **Formal**

*I am writing to make a reservation/to apply for the position of.../to confirm my booking/  
to ask for further information about ...*

*I am writing with regard to the sale of .../to the complaint you made on 29th February  
Thank you for your e-mail of 29th February regarding the sale of.../concerning the  
conference in Brussels.*

*With reference to our telephone conversation on Friday, I would like to let you know  
that...*

#### **Semi-formal / Informal**

*Just a quick note to invite you to.../to tell you that...*

*This is to invite you to join us for...*

*Thanks for your e-mail, it was wonderful/great to hear from you.*

*I wanted to let you know that /tell you about/ask you if...*



### **MAKING A REQUEST / ASKING FOR INFORMATION**

#### **Formal**

*Could you please let me know if you can attend ... /if you are available for a meeting on  
12th December?*

*I would appreciate it if you could please send me a brochure/ if you could please reply  
within two days.*

*Could you possibly arrange a meeting with the Logistics Manager?*

*I would also like to know if there are any swimming pools in your area.*

*Please let me know how much the tickets cost.*

#### **Informal**

*I was wondering if you could come and see me sometime next week.*

*Would you mind coming early to help me clear up the place?*

*Do you think you could call Jerry for me? Can you call me/ get back to me asap? (As  
soon as possible)*



### **OFFERING HELP / GIVING INFORMATION**

#### **Formal**

*We are happy to let you know that your article has been selected for publication.*

*I am glad to inform you that we will be holding our annual conference in Brussels on  
20 September 2014.*

*We regret to inform you that the show has been cancelled due to bad weather conditions.*

*We are willing to arrange another meeting with the CEO.*

*We would be glad to send you another statement if necessary.*

*Please do let me know if I can be of further assistance.  
Should you need any further information/assistance, please do not hesitate to contact us.*

### **Informal**

*I'm sorry, but I can't make it tomorrow. (= I can't come tomorrow.)  
I'm happy to tell you that John and I are getting married next month.  
Would you like me to come early and help you clear up the place?  
How about I come and help you out? Do you need a hand with moving the furniture?*



## **COMPLAINING**

### **Formal**

*I am writing to express my dissatisfaction with... /to complain about...  
I regret to say that I was not completely satisfied with the room you provided us.  
We regret to inform you that your payment is considerably overdue.  
I would like to receive a full refund and compensation for the damages.  
I am interested to hear how your company can compensate us for the distress we suffered.*

### **Informal**

*I'm sorry to say that you're late with the payments. I hope you won't mind me saying that the place you'd recommended to us wasn't as nice as we'd expected.*



## **APOLOGIZING**

### **Formal**

*We would like to apologize for any inconvenience caused.  
Please accept our apologies for the delay.  
Please let us know what we can do to compensate you for the damages caused.  
We will make sure that this will not happen again in the future.  
I am afraid I will not be able to attend the conference.*

### **Informal**

*I'm sorry for the trouble I caused.  
I apologize for the delay.  
I promise it won't happen again.  
I'm sorry, but I can't make it to the meeting.*



## **ATTACHING FILES**

### **Formal**

*I am attaching my CV for your consideration.  
I am sending you the brochure as an attachment.  
Please see the statement attached.  
Please find attached the file you requested.  
I am afraid I cannot open the file you have sent me.  
Could you send it again in ... format?*

### **Informal**

*I'm attaching/sending you the holiday photos.*

*Sorry, but I can't open it. Can you send it again in ... format?*



### **ENDING**

#### **Formal**

*I look forward to hearing from you.*

*I look forward to hearing when you are planning to visit our town.*

#### **Informal**

*Hope to hear from you soon.*

*I'm looking forward to seeing you*



**1.6. Based on the information presented in the text 1.5., critically assess the sample letters and improve them if necessary. Then discuss the outcomes of your work with your group-mates.**

#### ***Sample Letter #1***

I have been offered a temporary post (18 months) at the International Game Preserve in Kansas, as Assistant Mosquito Abatement Officer. My wife plans to accompany me, along with our two-year-old son.

Please send me information about and applications for the appropriate visa or work permit. Please also let me know which immunizations, if any, are required. I need to arrive in Kansas on or before September 12 of this year, and would appreciate receiving the information as soon as possible.

#### ***Sample Letter #2***

I am writing because I must obtain a student visa for the period of August, 2002 to June, 2003. I have been offered a research fellowship at International University.

Please send all necessary information and application forms to the above address.

I thank you for your help in this matter.

#### ***Sample Letter #3***

I have accepted a job with the Capitol City police force and will need a visa that will allow me to work in your country for 24 months.

Please send me any pertinent information and application forms for securing the visa. In addition, please inform me if there are any steps I can take to expedite the process. I can be reached at the following address:

Eric Doe  
1600 Main St.  
Springfield, KS 12345  
U.S.A.

Thank you for your help.



## 1.7. Writing. Reply to the letters introduced below.

### *Sample Letter #1*

I am responding to your advertisement for nannies and au pairs that appeared in my local newspaper last Wednesday. I have always wanted to visit a foreign country and would love to have the experience of living in the United States for a while. I am willing to commit to an employment period of one year, as either a nanny or an au pair.

I have done a great deal of baby-sitting, tending both my two younger brothers and the children of several neighbours. I can cook reasonably well and am hard-working and responsible. I have also certified in CPR and have done first aid training with the Red Cross. I have a driver's license, though not, of course, in the US.

I have enclosed a copy of my resume, as was requested in your ad, and look forward to hearing from you.

### *Sample Letter #2*

I am writing in the hope of securing a position as an excavator or laboratory assistant during next year's field work in the International Valley.

I hold a bachelor's degree in archaeology from Springfield University, where I attended a hands-on field school in the summer of 2001. I have also been employed by the state of Kansas the past two summers as a general surveyor. I am currently a paid intern in the office of Dr. John Doe, the State

Historic Preservation Officer for Kansas.

Please find enclosed a copy of my resume and a letter of recommendation from Dr. Doe.

### *Sample Letter #3*

I am very interested in any information you could provide me on temporary employment with your company during the period of June to December. I am a U.S. citizen with excellent qualifications in many areas, including construction, computer network administration, graphic design, and maintenance of office machines.

My goal is to secure a position in one of these areas so that I can learn more about business practices overseas. I currently hold a Bachelor's degree in political science, and intend to continue my studies in the area of international business administration.

My resume is enclosed. Please review it and I will contact you by telephone to discuss my prospects.





## UNIT 2. Business Etiquette

<b>INTRODUCTORY FORM</b>	
Aims/Goals	<p>The module <i>Business Etiquette</i> is aimed as the support material on effective communication in different social contexts. The module will provide educators and students with background information along with practical activities to be introduced during the classes and used as home assignments.</p> <p>The goals of the module:</p> <ul style="list-style-type: none"> <li>• To familiarize students with the lexis/vocabulary related to the business etiquette;</li> <li>• To familiarize students with the discourse framework for effective business communication within different social contexts;</li> <li>• To develop speaking, reading, writing and listening skills;</li> <li>• To develop social skills (e.g. expressing one's opinion, asking q-s, active listening, etc.);</li> <li>• To develop presentation skills (oral and written);</li> <li>• To develop skills of feedback provision.</li> </ul>
Learning Outcomes	<p>The students are:</p> <ul style="list-style-type: none"> <li>• Familiarized with the lexis/vocabulary related to the business etiquette;</li> <li>• Able to use their professional profile to the target audience/addressee (both orally and in writing);</li> <li>• To participate in the professional discussions: formulate profession-related q-s, respond to them.</li> </ul>
Duration	1 Unit 8-10 acad. hrs x 45 min – classwork+ home assignments
Material	Multimedia, support materials introduced in the module; internet; tablets.
Description	<p><b>Stage 1:</b> The section comprises activities to be used as warm-up activities and/or ice -breakers (e.g. starting the class). N. B. A warm up activity is a short, fun game - its purpose is to encourage the students and prepare them to learn by stimulating their minds and/or their bodies.</p> <p>The teacher leads/moderates a warm-up/ice-breaker activity in the beginning of each face-to-face class to tune into the lesson (Activity samples: Worksheet 2.1);</p> <p><b>Stage 2:</b> The section introduces the context and background for the topic “Business Etiquette” supported by reading/discussion and follow-up activities (Worksheets 2.2; 2.3; 2.4; 2.5).</p> <p><b>Stage 3:</b> The section comprises activities aimed at the “language use” review (Worksheet 1.6).</p>
Debriefing	<a href="http://www.fluentu.com/english/business/blog/business-english-movies/">http://www.fluentu.com/english/business/blog/business-english-movies/</a>
Key terms	<p><b>Useful Phrases:</b></p> <p><b>“Welcome everybody, my name is [your name] and I am [affiliation/profession].”</b></p> <p>LV – Sveicināti visi, mani sauc (vārds, uzvārds) un es esmu/es pārstāvu (profesija/kompānija)            LT- Sveiki, mano vardas yra (vardas). Aš (profesija)            EE- Tere kõigile, minu nimi on (ees- ja perekonnanimi) ja ma olen/ esindan (ettevõte/amet)</p> <p><b>“Hi, I’m [your name] and I’m [affiliation/profession].”</b></p> <p>LV- Labdien, mani sauc (vārds, uzvārds) un es esmu/es pārstāvu (profesija/kompānija)            LT- Labas, aš esu (vardas), (profesija)            EE- Tere, mina olen (ees- ja perekonnanimi) ja ma olen/esindan (ettevõte/ amet)</p>

<p><b>“Good morning/afternoon/evening ladies and gentlemen, I’m [your name].”</b>  LV- Labrīt/labdien/labvakar, dāmas un kungi! Mani sauc (vārds, uzvārds)  LT- Labas rytas/labas diena/labas vakaras ponai ir ponios, aš esu (vardas)  EE- Tere hommikust/ pārstlōunat/ ōhtust daamid ja hārrad, mina olen (ees- ja perekonnanimi)  <b>“Hi everyone, I’m [your name]. I’m going to keep this brief, as I know you’re all busy people. I’m going to make this quick for you...”</b>  LV- Sveicināti, Mani sauc (vārds, uzvārds). Es daudz nerunāšu, jo zinu, ka jūs esiet aizņēmti cilvēki. Es centīšos izteikties ātri...  LT- Labas visiems, aš esu (vardas). Šnekēsiu trumpai, žinau, kad Jūs visi užimti. Ilgai neužtruksiu  EE- Tere kōigile, mina olen (ees- ja perekonnanimi). Ma teen lūhidalt, kuna ma tean, et te olete kōik hōivatud inimesed. Lūhidalt ōeldes, .....</p> <p><b>“Could you speak more slowly, please?”</b>  LV- Vai jūs varētu runāt lēnāk?  LT- Gal galite kalbėti lėčiau?  EE- Kas Te saaksite palun aeglasemalt rāākida?  <b>“Could you repeat that, please?”</b>  LV- Vai jūs to varētu atkārtot?  LT- Gal galite pakartoti?  EE- Kas Te saaksite seda palun korrata?  <b>“Could you explain that in another way, please?”</b>  LV- Vai jūs to varētu paskaidrot citādāk, lūdzu?  LT- Gal galētumėte paaiškinti kitaip?  EE- Kas Te saaksite seda palun teisiti seletada?  <b>“I’m afraid I didn’t get that.”</b>  LV- Man šķiet, ka es nesapratu  LT- Manau, kad nesupratau Jūsų  EE- Mul on kahju, aga ma ei saanud sellest aru.  <b>“Today I’m here to talk to you about...”</b>  LV- Šodien esmu ieradies, lai runātu par...  LT- Šiandien esu čia, kad Jums papasakočiau...  EE- Ma olen tāna siin, et rāākida Teile .....</p> <p><b>“I’m delighted to be here today to tell you about...”</b>  LV- Man ir liels prieks šodien būt šeit, lai pastāstītu jums par...  LT- Aš esu laiminga galėdama šiandien papasakoti Jums apie...  EE- Mul on vāga hea meel olla tāna siin, et rāākida Teile .....</p> <p><b>“Today I would like to outline our plans for...”</b>  LV- Šodien es vēlētos izklāstīt mūsu plānus par...  LT- Šiandien aš norėčiau aptarti mūsų planus...  EE- Tāna tahaksin ma kirjeldada ūldjoontes meie plaane...  <b>“Am I to understand that...”</b>  LV- Vai man būtu jāsaprot, ka....  LT- Ar tai turėčiau suprasti kaip...  EE- Kas see peab tāhendama, et.....?  <b>“Sorry, but just to clarify...”</b>  LV- Piedodiet, taču gribētu noskaidrot...  LT- Atsiprašau, bet norėčiau pasitikslinti...  EE- Vabandust, aga lihtsalt selgituseks .....</p> <p><b>“So, what we’re saying is...”</b>  LV- Un tā, jūs sakāt, ka...  LT- Taigi, tai ką mes sakome...  EE- Niisiis, me tahame ōelda, et .....</p> <p><b>“That’s an excellent point [person’s name], I totally agree with you on that.”</b>  LV- Tas ir lieliski (vārds), es pilnīgi piekrītu jums  LT- Puikiai pastebėta (vardas), sutinku su Jūsų nuomone.  EE- See on suurepārane mōte, (nimi), ma olen Teiega selles osas tāiesti nōus.  <b>“Okay, I think we are all on the same page here...”</b>  LV- Labi, es domāju, ka mēs šajā jautājumā esam vienisprātis...  LT- Aš manau, kad mes suprantame taip pat...  EE- Olgu, ma arvan, et me oleme selles kūsimumes ūhel meel.  <b>“Yes, I get what you’re saying...”</b>  LV- Jā, es saprotu, ko jūs sakāt...  LT- Taip, aš supratau ką tu sakai...  EE- Jah, ma saan aru, mida Te tahate ōelda.</p>
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***“I’m sorry but I think you may have that slightly wrong...”***  
 LV- Piedodiet, bet man šķiet, jūs nedaudz kļūdaties...  
 LT- Atsiprašau, bet manau, kad Jūs kļūstatē...  
 EE- Vabandust, aga ma arvan, et Te vōite pisut eksida...  
***“From our perspective, it’s a little different. Let me explain.”***  
 LV- No mūsu skatu punkta, tas ir nedaudz savādāk. Ļaujiet man paskaidrot.  
 LT- Mūsu požiūriū, tai truputī skiriasi. Galiū paaškinti.  
 EE- Meie vaatepunktist vaadatuna on asi pisut teistmoodi. Lubage, ma selgitan.  
***“Well, yes and no—can I tell you how we see it?”***  
 LV- Nu, gan jā, gan nē – vai es varu izklāstīt savu redzējumu?  
 LT- Taigi, ir taip, ir ne – gal galiū paaškinti kaip mes?  
 EE- Jah ja ei – kas ma vōin Teile ōelda, kuidas meie seda nāeme?  
***“I’d like to set up a meeting with you at your earliest convenience. When are you free?”***  
 LV- Es vēlētos sarunāt ar jums tikšanos jums izdevīgā laikā. Kad jūs esiet brīvs?  
 LT- Norėčiau susitarti dėl susitikimo Jums patogiu metu. Kada esate laisvas?  
 EE- Sooviksin Teiega esimesel vōimalusel kohtuda. Millal Te vaba olete?  
***“Are you free to talk again next week?”***  
 LV- Vai jums būs laiks vēlreiz tikties ar mani nākošnedēļ?  
 LT- Ar turėsite laiko kitą savaitę vėl pasikalbėti?  
 EE- Kas Teil on jārgmisel nādalal aega, et veelkord rāākida?  
***“When can we talk about this again?”***  
 LV- Kad mēs vēlreiz varam par to parunāt?  
 LT- Kada mes vėl galėtume apie tai pasikalbėti?  
 EE- Millal me sellest uuesti rāākida saaksime?  
***“How does 2:30 p.m. Thursday sound?”***  
 LV- Kā būtu ceturtdien pustrijos?  
 LT- Kaip Jus tiktų ketvirtadienį 14.30?  
 EE- Kuidas oleks neljapāeva pārastlōunal, kell 2.30?  
***“Does Thursday at 2:30 p.m. suit you?”***  
 LV- Vai ceturtdien pustrijos būtu jums piemērots laiks?  
 LT- Aš ketvirtadienį 14.30 Jums tinka?  
 EE- Kas Teile sobib neljapāeva pārastlōuna, kell 2.30?  
*Adjusted from <http://www.fluentu.com/english/business/blog/how-to-speak-business-english/>  
 [accessed on July, 15<sup>th</sup>, 2016]*





## Worksheet 2.1.

**Human Poster** *This is a fun way to break the ice and get participants to share and know more about each other.*

### Directions!

Give one flip chart sheet to each student along with coloured markers.

Give everyone 10 minutes to use the flip chart and the markers to use words, symbols, pictures to describe themselves.

Once the 10 minutes are over, instruct each person to cut an X at the top of the flip chart so they can put their head through it and wear their flip chart like a human billboard and it's draping in front of them.

Give the group 5 minutes to walk around the room, chat and explain to each other what their human billboard says about them.

**Can you guess who I am?** In preparation for this activity, secretly ask each participants about:

- their hobby
- their favourite song
- Their life motto

### Directions!

Prepare a PPT presentation displaying the information on each of the student (hobby, song, life motto) in 1 slide. Show slides to the students one by one and encourage them to guess who the person is or you can spread out the slides over the day or add one at the end of each module or topic.

## Guess who

### Directions!

Pass around blank 3" X 5" cards to each of your participants.

Ask each person to write down one personal thing about them that no one else knows.

Collect all cards and mix them up well

Distribute the cards once more making sure no one gets the card they wrote.

Ask each participant to read out the card they have been handed and ask the whole group to guess who the writer of the card is.



## Worksheet 2.2. Understanding business etiquette

*Source: Business Etiquette/ABP International Award, British Business Professional Skills Development, United Kingdom, 2012*

As a professional it is important to understand what is meant by business etiquette and how it is applied within the working environment. Business etiquette is a combination of cultural, professional, and societal rules which highlight polite behaviour and respect. These rules are not limited to face to face conversations but can be applied in most areas of interaction within a business (e.g. emails, virtual meetings, and phone conversations). Business etiquette, when practiced in an appropriate manner, can open communication channels, which can lead to building successful relationships, as well as your own personal success. It is important however to note that what is considered appropriate practice with regard to business etiquette in one business or even within one country may not be appropriate practice in another i.e. expectations



vary widely. We often decide, consciously or subconsciously, how we feel about someone in about 3 seconds. Therefore, it is important to understand what is professionally and socially acceptable when conducting business.

**Activity 2.2.1.** Think about the first time you met someone. Now recall what your original perceptions of that person were and list them below. Make notes of what made you think or feel that way about the person.

**Activity 2.2.2.** In groups, discuss first impressions within the business context. Agree upon the main/important characteristics necessary to leave a positive first impression. Share your ideas in a whole group discussion.

*Adjusted from British Business Professional Skills Development (BBPSD), UK., 2010.*



## Organisational Culture

Organisational culture can vary from company to company but it is also possible for organisational culture to vary within an organisation. For instance, a senior manager may have a different set of “unspoken rules” to adhere to company. These “unspoken rules” can relate to appropriate dress, acceptable work and break times, company expectations, and code of conduct.

### Knowledge and appreciation of courtesy and good manners at work

- At work it is very common to have to work with people who have different ideas, values and beliefs. As working environments are becoming more diverse it is necessary to practice courtesy and good manners at work. It is common to run into overt and hidden problems when working with other people (e.g. disagreements, offended beliefs, and different working styles).
- There are two main ways of avoiding offending someone at work and getting into disagreements. This can be done through self-awareness and awareness of others. Awareness allows you to develop your thoughts appropriately before you communicate when working with diverse groups of people. People communicate in two different ways, through verbal and non-verbal communication.

Verbal communication includes the words we say. When communicating verbally with someone, it is also necessary to think about the tone and the context of what you are going to say. Tone is categorised under non-verbal communication as it is a (the sender) can say something that they consider to be completely genuine and non-offensive, but the receiver (the other person) in the conversation misinterprets what the sender was saying. When working with people it is necessary to consider how your communication could be interpreted as misinterpretation can often lead to a breakdown in communication and work relationships.



### Worksheet 2.3.

**Activity 2.3.1.** In pairs, practise saying the following phrases in different tones and discuss how the tone changes what the phrase actually means. Consider how you might improve what you are saying by changing the phrases so they are less likely to be misinterpreted.

1. What's the problem?
2. That's not my job.
3. You don't understand.
4. Calm down.

*Adjusted from British Business Professional Skills Development (BBPSD), UK, 2010.*



### Worksheet 2.4.

#### **Directions for the teacher:**

**Step 1:** The class should be divided into 3 groups. Each group receives one of the texts on making appointments in a particular context (texts 1.4.1; 1.4.2; 1.4.3). The students get familiarized with the information at home.

**Step 2:** In the next class, the students get into groups of 3 (each having familiarized himself/herself with a different text) and discuss the peculiarities of the 3 different contexts. The students in their group make up a table comprising the list of similarities and differences they have discovered in these 3 contexts.

**Step 3:** The results of the group work is discussed in the form of the whole-class discussion.

**Step 4:** The students are encouraged to do research on the peculiarities of making appointments in their local contexts and identify the fundamentals (formulated as statements (5-10) in a written form).

**Step 5:** In class, the students discuss the results of the research conducted as a home assignment and agree upon the common list of fundamentals for making appointments in their local context.

**Step 6:** Students are encouraged to design a questionnaire/ interview questions (reviewed by the teacher) and contact the representatives of 3 different business contexts. Students conduct the survey and report on the results in the classroom.



**Read the text on Making Appointments in a specific contexts introduced below.**

#### **2.4.1. Text United Kingdom: Appointment Alert!**

##### ***Making Appointments***

***By P. Dray***

In theory, official working hours are normally 9:00 a.m. to 5:00 p.m. Monday to Friday. In practice, most employees work considerably longer hours; many will be at their desks by 8:30 a.m. and executives rarely leave before 7:00 p.m. Professionals like lawyers and consultants may not arrive before 9:30 a.m. but, on the other hand, they may not leave the office until the following day. Generally, the British prefer to stay late in the office than to take work home with them even if they do carry a briefcase (their 'executive lunch-box').

Government offices close for lunch between 1:00 p.m. and 2:00 p.m. but stay open until 5:30 p.m.

The opening hours for shops are almost completely deregulated, though there are some

restrictions on Sunday trading, and many outlets are open 24/7 even outside the major urban areas. Banks are generally open 9:30 a.m. to 4:30 p.m. Monday-Friday.

Appointments should be made at least a few days in advance and, ideally, confirmed on arrival in the UK. Most British businessmen are not so jealous of their diaries that they will decline to meet a visitor even at relatively short notice. Grander members of the so-called 'Establishment', however, may have uncooperative PAs to shield them, whilst jet-setting entrepreneurs may be genuinely too busy. Cold calling is not appreciated.

It is best to avoid July and August when those with children are almost obliged to take their annual vacation. Easter is also popular for holidaying and there are two Bank Holidays in May that may catch the unwary visitor [especially in a year when Easter falls in late April]. UK industry closes almost completely between Christmas and New Year.

Otherwise the UK has only eight national holidays a year, which is the lowest number in Europe. The easiest times of day to arrange an appointment are probably mid-morning (say 11:00 a.m.) and mid-afternoon (say 4:00 p.m.). Breakfast meetings are rare outside London and other major cities and it is unlikely that an initial meeting will involve lunch (or dinner).

Punctuality is appreciated but no one really minds if you arrive a little late [up to 15 minutes] for a one-to-one meeting. Obviously, though, if several people are involved then there is a greater likelihood that someone will have another engagement to attend. On the other hand, you should not arrive too promptly for social events – but aim to arrive a respectable fifteen minutes after the specified time; thus, if a dinner invitation states '7:30 p.m. for 8:00 p.m.', it means that you will be expected at about 7:50 p.m.

Finally, it should be remembered that the UK led the world with its transport infrastructure in the 19th century. Much of it survives intact. This means that journeys in London and the South East in particular may take considerably longer than advertised and/or expected. The London underground (the 'Tube') and long-distance rail services are the worst offenders. The flow of traffic in central London has improved greatly since the introduction of congestion charging [drivers must now pay £5 per day to enter the clearly marked inner zone] but many main roads resemble car parks at peak times even without accidents. The M25 is notorious in this respect, especially now there are major road works on the western section near Heathrow airport. So, the more important the meeting, the more time you should allow for almost inevitable delay.

#### **2.4.2. Text Australia: Appointment Alert!**

##### ***Making Appointments***

***By Dina Zavrski-Makaric***

*Source: [http://www.executiveplanet.com/australia-2/australia\\_appointment\\_alert-2/](http://www.executiveplanet.com/australia-2/australia_appointment_alert-2/) [accessed June, 2016]*

Appointments are relatively easy to schedule at practically all organisational levels. Many executives are approachable, pleasant and willing to meet to discuss business. Most senior executives have personal assistants, who are answering the phone and managing the executive's diary. Don't insist on speaking with the executive, as personal assistants are expected and competent to schedule meetings. Try and schedule meetings at least one month in advance.

Core business hours are 9:00 am to 5:00 pm, Monday to Friday. However, many senior staff, as well as some employees, work extended hours, and it is not unusual for an executive to schedule a meeting before or after the core hours.

Many organizations have 'flexible working hours' to accommodate employees' family and other life style commitments. If you are an employer, it's not enough to insist that your Australian employees arrive on time; you will have to give convincing evidence that their tardiness is harming the organization.

Make sure you arrive for appointments on time, but understand that Australians sometimes have more of a casual attitude toward time. In some cases, if you are a few minutes late to a meeting, it will be overlooked. In other instances, however, your late arrival may cause you to be

perceived as a careless and unreliable businessperson. On the other hand, if you find yourself waiting for your Australian counterparts to arrive, remain patient and accommodating.

If you think you may be late for an appointment, best practice is to call your counterpart as soon as you can and say that you are running late. It will be accepted.

In Australia, many business deals are made in a social environment, and it is not unusual to conduct a meeting over breakfast, lunch, dinner and, with the cafe culture on the rise, even in coffee shops.

It is also common to socialise for an hour or so in the local pub after the workday, particularly on Fridays.

For the business traveller, the best time to visit Australia is between March and November, since the summer season spans from December to February. January is also a month of school holidays, and many offices are operating on 'skeleton staff'. Christmas and New Year fall in the middle of summer in Australia, and this is a High Holiday season for the whole month of January, so avoid scheduling visits then, as well as around Easter.

### **Major holidays**

January 1: New Year's Day

January 26: Australia Day

March/April: Good Friday, Easter Sunday and Easter Monday

April 25: Anzac Day (Veterans' Memorial Day)

June (date varies): Queen Elizabeth's Birthday

December 25: Christmas Day

December 26: Boxing Day

The following public holidays/celebrations are uniquely Australian:

Australia Day – January 26: the biggest day of celebration in Australia, the day marks the founding of the first European settlement in Australia. Ceremonies are held around the country. Some members of the Indigenous communities mark this day as a day of mourning, or of the survival of Indigenous culture.

Anzac Day – April 25: public holiday that commemorates the day the Australian and New Zealand Army Corps landed at Gallipoli in Turkey in 1915. It is marked by remembrance, wreath laying and military parades around the country. The day is also remembered as part of the beginning of Australia's nationhood.

Melbourne Cup Day – this world famous horse race is a public holiday in metropolitan Melbourne, held on the first Tuesday of November. Most Australians in other states, whether at work, school or home, stop and watch the race on television. Workplaces organise lunches and drinks to celebrate the Melbourne Cup, with sweeps and best-hat-competitions run on the day.

States also have their own holidays, and it is good to check before travelling.

### **2.4.3. Text Saudi Arabia: Appointment Alert!**

#### ***Making Appointments***

*By Nicholas Fitzraymond Parker*

Source: [http://www.executiveplanet.com/saudi\\_arabia-2/saudi\\_arabia\\_appointment\\_alert-2/](http://www.executiveplanet.com/saudi_arabia-2/saudi_arabia_appointment_alert-2/) [accessed on July, 25<sup>th</sup>, 2016]

Generally, businesses in the Kingdom open at about nine in the morning, close for Dhuhr prayer, open afterwards for half an hour or so, close for the afternoon and then re-open for the hours from five to ten pm [closing for Maghrib and Isha' prayers during these hours].

Government offices and banks open an hour or so earlier with the former not re-opening in the evening and the latter closing finally after Isha' prayer. Government offices are open Saturday to Wednesday, inclusive. Banks are open Thursday mornings as well and most retail businesses observe a seven-day working week.

As in the west, the basic working week is 5 days, save that the week begins on Saturday instead of Monday.

The importance Saudis attach to courtesy and hospitality can cause delays that prevent keeping to a strict schedule. It is therefore customary to make appointments for times of day rather than precise hours.

Although prayer times vary around the year, current ones are always printed in the daily newspapers.

To say “between Maghrib and Isha” is more common and practical than to specify 6 or 7 o’clock.

As it is exceptional for meetings to span a prayer time, one can usually rely on punctuality for appointments immediately after prayers. Add to that the universal advantage of booking the first appointment in the morning and one should comfortably be able to schedule a minimum of three daily appointments.

Whenever possible, however, it is better not to book an appointment but merely turn up on the off chance. If you already know the person, you would be expected to pay an impromptu social call whenever in the area anyway. Of course this works both ways, so that one must be prepared to tolerate others popping in to eavesdrop on his own business as well. Within reason, the higher the level, the better this works. A minister’s diary is likely to be full well ahead, but by going around and being prepared to wait, there is a good chance of exploiting an unanticipated gap between appointments. It is always a good idea, however, to take along a letter that you can leave with the man’s secretary should you not see him.

Unlike in the west, Saudi secretaries do not normally have authority to make appointments for their bosses.

At higher levels [rarely below the rank of deputy-minister], what might be called coffee protocol enables keeping to schedule. On arrival, a coffee-bearer is summoned, who pours thin, cardamom-flavoured Saudi coffee from a large brass dallah into thimble cups. Three cups are the normal polite limit but he will keep pouring until the visitor shakes his empty cup to signal he has had enough. The man then leaves and discussion begins.

As always, familiarisation chitchat precedes business.

If the coffee bearer is summoned a second time, it is a polite indication that time is short. The visitor should accept more coffee but not linger more than five minutes afterwards. To do so would be blatantly to overstay his welcome. This applies, however, only to the service of Saudi coffee from a dallah. Ordinary tea by the glass or Turkish coffee by the demitasse as normally served in offices carries no such import.



## Worksheet 2.5.

### Directions for the teacher:

**Step 1:** The class should be divided into 3 groups. Each group receives one of the texts on acceptable public conduct in a particular context (texts 1.5.1; 1.5.2; 1.5.3). The students get familiarized with the information at home.

**Step 2:** In the next class, the students get into groups of 3 (each having familiarized himself/herself with a different text) and discuss the peculiarities of the 3 different contexts. The students in their group make up a table comprising the list of similarities and differences they have discovered in these 3 contexts.

**Step 3:** The results of the group work is discussed in the form of the whole-class discussion.

**Step 4:** The students are encouraged to do research on the peculiarities of acceptable public conduct in their local contexts (e.g. Latvia, Lithuania, and Estonia) and identify the fundamentals (formulated as statements (5-10) in a written form).

**Step 5:** In class, the students discuss the results of the research conducted as a home assignment and agree upon the common list of fundamentals for making appointments in their local context.  
**Step 6:** Students are encouraged to design a questionnaire/ interview questions (reviewed by the teacher) and contact the representatives of 3 different business contexts. Students conduct the survey and report on the results in the classroom.



**2.5.1. Text United Kingdom: Public Behaviour**  
*Acceptable public conduct*  
By P. Dray

Source: [http://www.executiveplanet.com/united\\_kingdom2/united\\_kingdom\\_public\\_behaviour-2/](http://www.executiveplanet.com/united_kingdom2/united_kingdom_public_behaviour-2/)

Britons, and the English in particular, are notoriously undemonstrative. The ‘stiff upper lip’ is not just the stuff of fiction and emotional displays, positive or negative, are generally frowned upon. Gestures such as backslapping and hugging are discouraged and a wide distance should be maintained between participants in a conversation. Maintaining eye contact may be necessary when you are trying to emphasise important points but you must avoid any temptation to ‘eye-ball’. Talking loudly is unacceptable and shouting is beyond the pale. Some old-fashioned interlocutors may not hear you if you have your hands in your pockets. The British do not gesticulate frantically.

Introductions can be tricky. Ideally the British prefer third-party introductions but, in certain situations like a drinks party, it may not always be possible and, though awkward, you may just have to go ahead and introduce yourself. Firm handshakes are the norm as part of a formal introduction but may not be expected at subsequent meetings or on social occasions; a gentleman should always wait for a woman to proffer her hand before squeezing it gently. The continental habit of exchanging kisses has gained currency especially amongst the young and the affected but is not recommended for visitors – even the natives are unsure of the correct procedure.

‘How do you do?’ is a greeting not a question. It is used when people are introduced for the first time only and the correct response is to repeat ‘How do you do?’ Such conventional usage is not to be confused with ‘How are you?’ etc. which is a more or less sincere enquiry as to your well-being.

This emotional detachment or even apparent indifference also explains British abhorrence of Americanisms such as ‘Have a nice day’. The objection lies not in the sentiment itself but in the lack of sincerity that is implied to the stand-offish British mentality.

If the British use few words, it is because they prefer to mean those they do use. They are polite and courteous for the most part. They expect to be treated with respect, in return for which they will treat you with respect, so:

- if there is a queue, go to the back of the line and wait patiently; and
- do not use the ‘V’-sign [raising the index and middle fingers] unless you are sure which is the Churchillian version signifying peace or victory (palm outwards); the use of the alternative version (palm inwards) is less common nowadays but it is still vulgar and offensive.

A service charge of 10-15% is almost always included in hotel and restaurant bills and you should be wary of establishments that leave the credit card slip open for you to include an additional contribution (if you wish to reward exceptional service give cash directly to the staff). Do not tip bar staff in pubs where there is no table service. Otherwise taxi drivers (especially in London), hairdressers, porters, etc. will expect 10-15% or a couple of pounds, whichever is the greater.



### **2.5.2. Text Australia: Public Behaviour** *Acceptable public conduct*

Source: [http://www.executiveplanet.com/australia-2/australia\\_public\\_behaviour-2/](http://www.executiveplanet.com/australia-2/australia_public_behaviour-2/) [accessed, June, 25<sup>th</sup>, 2016]

Queuing in Australia is the norm, and you'll see queues for the bus, train and taxi, and one must never break a queue. It is polite to surrender a seat to the elderly, women with babies or the handicapped, although special seats are provided on public transport. Men will not surrender a seat for a woman of the approximate same age.

People walk and drive on the left, and pass on the right, whether they are on escalators, walkways, roads or streets.

Men should refrain from being too physically demonstrative with women, and winking or whistling is unacceptable. People don't usually touch each other than to shake hands at the beginning and end of a meeting. Good friends often kiss once on the right cheek.

It is polite to wait for a third party to introduce you to others, but if it doesn't happen for a few moments feel free to introduce yourself to others.

At formal gatherings, wait to be seated, but if the host is not directing you, and other people are taking seats, follow them. It is quite okay to ask your host if you should sit at a particular spot.

"G'day, mate" is a popular casual greeting, particularly between individuals who have already established a cordial acquaintance. Visitors are not expected to use this greeting, and if they do, it may be perceived as making fun.

"How are you?" is a common question that does not require an answer. It is just another way of saying "Hi".

When speaking to an Australian, keep an arm's length distance from the person. Maintaining personal space is important in this culture. In most situations, direct, moderate speech is most appropriate. Australians are not comfortable with silence and will feel they have to say something.

The "V" sign for "victory" is given by the palm facing outward. Making this sign with the palm facing inwards is a vulgar gesture.

Don't break eye contact with an Australian when he or she is talking to you.

No backslapping, shouting or calling attention to oneself is acceptable. Australia is casual and informal, but not loud. Keep your hands to your sides and avoid emphasizing the spoken word with gestures. Touching, patting or hugging other men in public are considered socially unacceptable.

Your best approach is to remain friendly, relaxed, modest, and unpretentious. Moreover, try to control any behaviour such as nervousness, officiousness, or self-importance.

Australians are very difficult to impress; even if you do manage to impress them, they may not openly admit it.

Although it is customary in this culture for men to sit in the front with the taxi driver, this is not the case for women. A woman traveling alone should sit in the back left passenger seat of the car; the driver will be on the right.



### 2.5.3. Text Canada: Public Behaviour

*Acceptable Public Conduct*  
By Paul Billington

Source: [http://www.executiveplanet.com/canada-2/canada\\_public\\_behaviour-2/](http://www.executiveplanet.com/canada-2/canada_public_behaviour-2/) [accessed on July, 26<sup>th</sup>, 2016]

Canadians drive on the right and pass on the left, and that also goes for walking up escalators, roads and streets.

In business contexts, men do not wink or whistle at women. Most large companies have sexual harassment policies that govern acceptable conduct.

It is polite to wait for a third party to introduce you to others, but if it doesn't happen for a few moments feel free to introduce yourself. At formal gatherings, wait to be seated, but if the host is not directing you, and other people are taking seats, follow them. It is quite okay to ask your host if you should sit at a particular spot.

“Hey” or “How are you?” are common forms of address that do not require an answer. It is just another way Canadians say “Hi”. It has often been observed by Americans that while Canadians are generally a polite people—even to a fault—they aren't necessarily friendly.

When speaking to a Canadian, keep an arm's length distance from the person. Maintaining personal space is important to Canadians.

Unlike Australians and Americans, Canadians do not give a lot of eye contact to people who are speaking with them. Why? It probably has something to do with our mania for politeness.

No backslapping, shouting or calling attention to oneself is acceptable. Canadians tend to embarrass easily, so while Canadians are generally casual, they are not loud. On that note, Canadians do not generally express themselves with their hands. Moreover, touching, patting or hugging other men in public is considered socially unacceptable.

Your best approach to get along with Canadians is to remain exceedingly polite, modest, and unpretentious.



### Worksheet 2.6.

**Activity 2.6.1.** Choose the most appropriate word order:

1. Do you play every week tennis?  
Every week do you play tennis?  
Do you every week play tennis?  
Do you play tennis every week?
2. I'm going to see him on Monday.  
I'm going on Monday to see him.  
I'm on Monday going to see him.  
I'm going to on Monday see him.
3. Here she has worked for a very long time.  
For a very long time she has worked here.  
She has worked for a very long time here.  
She has worked here for a very long time.
4. I want to speak English fluently really.  
I really want to speak English fluently.  
I want really to speak English fluently.



I want to speak really English fluently.

5. Sally took to "The Bistro" for lunch the auditors.  
Sally took the auditors to "The Bistro" for lunch.  
Sally took for lunch the auditors to "The Bistro".  
Sally took to "The Bistro" the auditors for lunch.
6. He has been in California since February 1997 working.  
He has been working since February 1997 in California.  
He has since February 1997 been working in California.  
He has been working in California since February 1997.
7. Please fill out with the details this form.  
Please with your details fill out this form.  
Please fill out your details with this form.  
Please fill out this form with your details
8. I've heard some interesting information about our competitors.  
I've heard about our competitors some interesting information.  
I've heard some information interesting about our competitors.  
I've some interesting information about our competitors heard.
9. Tom goes to work by car always.  
Tom goes always to work by car.  
Tom always goes to work by car.  
Tom always by car goes to work.
10. I probably won't take the early train tomorrow.  
I won't take probably the early train tomorrow.  
I won't take the early train probably tomorrow.  
I won't take the probably early train tomorrow.
11. I have always to remind her to send in the figures.  
I have to remind her to send always in the figures.  
Always I have to remind her to send in the figures.  
I always have to remind her to send in the figures.
12. She has spoken never to me about it.  
She has spoken to me never about it.  
She has never spoken to me about it.  
She never has spoken to me about it.
13. I haven't heard anything recently about them.  
I haven't heard anything about them recently.  
I haven't heard recently anything about them.  
I recently haven't heard anything about them.
14. I him met on the plane home.  
I met him on the plane home.  
I him on the plane home met.  
I met on the plane him home.

15. We found the solution to your problem soon.  
We soon found the solution to your problem.  
We found soon the solution to your problem.  
We found the solution soon to your problem.
16. She ever hardly remembers to call.  
She remembers hardly ever to call.  
She hardly ever remembers to call.  
She remembers to call hardly ever.
17. Jim has always been a joker.  
Jim has been always a joker.  
Jim has been a joker always.  
Jim always has been a joker.
18. I would have agreed never to that if I'd known.  
I would have agreed to that never if I'd known.  
I would never have agreed to that if I'd known.  
If I'd known, never would I have agreed to that.
19. I've been many times there.  
I've been there many times.  
I've there been many times.  
I've been many there times.
20. You always are quick to criticise me.  
You are always quick to criticise me.  
You are quick always to criticise me.  
You are quick to criticise always me.

**Activity 2.6.2. Arrange the words in the correct order!**

1. we, about, have, the competition, heard, never.
2. we, tomorrow, are, at, going, 10 p.m., London, to.
3. the painter, us, a landscape, showed, evening, yesterday.
4. my, I, send, every, a postcard, year, cousin.
5. my, I, send, every, a postcard, year, cousin, to.
6. he, milk, every, buys, morning.
7. at, will, on, home, I, stay, Sunday, week, this.
8. Ann, every, drives, car, to, work, day, her.
9. usually, buy, I, a newspaper, in , the morning.
10. two weeks, at this time, before, she, reading, the book, was, at the meeting.

**Activity 2.6.3. Write two sentences:** every word of the first sentence starts with the same letter your name starts and every word of the second sentence starts with the same letter your surname starts. For e.g., Brave Baiba brings big bananas for big brother in the brown basket.



### UNIT 3. Intercultural Dimension within Business Communication

<b>INTRODUCTORY FORM</b>	
<b>Aims/ Goals</b>	<p>The module “Intercultural Dimension Within Business Communication” is aimed as the support material on raising awareness of the importance of intercultural dimension within business communication. The module will provide educators and students with background information along with practical activities to be introduced during the classes and used as home assignments.</p> <p>The goals of the module:</p> <ul style="list-style-type: none"> <li>• To raise students’ awareness of the importance of intercultural dimension within business communication;</li> <li>• To familiarize students with the discourse framework for effective business communication within different social and cultural contexts;</li> <li>• To develop social skills (e.g. expressing one’s opinion, asking q-s, active listening, etc.);</li> <li>• To develop presentation skills (oral and written);</li> <li>• To develop skills of feedback provision.</li> </ul>
<b>Learning Outcomes</b>	<p>The students are:</p> <ul style="list-style-type: none"> <li>• Familiarized with the importance of intercultural dimension within business communication;</li> <li>• Familiarized with the discourse framework for effective business communication within different social and cultural contexts;</li> <li>• Able to use their professional profile to the target audience/addressee (both orally and in writing);</li> <li>• Able to participate in the professional discussions: formulate profession-related q-s, respond to them.</li> </ul>
<b>Duration</b>	1 Unit 8-10 acad. hrs. x 45 min – classwork + home assignments
<b>Material</b>	Multimedia, support materials introduced in the module; internet; tablets.
<b>Description</b>	<p><b>Stage 1:</b> The section comprises activities to be used as warm-up activities and/or ice -breakers (e.g. starting the class). N. B. A warm up activity is a short, fun game - its purpose is to encourage the students and prepare them to learn by stimulating their minds and/or their bodies.</p> <p>The teacher leads/moderates a warm-up/ice-breaker activity in the beginning of each face-to-face class to tune into the lesson (Activity samples: Worksheet 3.1);</p> <p><b>Stage 2:</b> The section introduces the context and background for the topic “Intercultural Dimension Within Business Communication” (Worksheets 3.2; 3.3; 3.4; 3.5).</p>
<b>Debriefing</b>	<a href="http://users.elite.net/runner/jennifers/">http://users.elite.net/runner/jennifers/</a>
<b>Key terms</b>	<p><b>Culture:</b>            LV – kultūra            LT- kultūra            EE- kultuur</p>

**Culture** can be defined as all the ways of life including arts, beliefs and institutions of a population that are passed down from generation to generation. Culture has been called "the way of life for an entire society." As such, it includes **codes of manners, dress, language, religion, rituals, games, norms of behaviour such as law and morality, and systems of belief as well as the art.**

**Cultured:**

LV – kulturāls, izglītots

LT- kultūringas

EE- kultuurne

Showing good taste or manners

**Belief:**

LV – ticība; uzticība; pārliecība

LT- įsitikinimas, tikėjimas

EE- usk

**1.** The mental act, condition, or habit of placing trust or confidence in another: "My belief in you is as strong as ever." **2.** Mental acceptance of and conviction in the truth, actuality, or validity of something: "His explanation of what happened defies belief." **3.** Something believed or accepted as true, especially a particular tenet or a body of tenets accepted by a group of persons.

**Ethics:**

LV – ētika

LT- etika, moralė

EE- eetika

A system of accepted beliefs which control behaviour, especially such a system based on morals.

**Values:**

LV – vērtība

LT- vertybės

EE- väärtushinnangud

Beliefs of a person or social group in which they have an emotional investment (either for or against something).

"He has very conservative values"

**Civilization:**

LV – civilizācija

LT- civilizacija

EE- tsivilisatsioon

The social process whereby societies achieve an advanced stage of development and organization

**Cultural specificities:**

LV – kultūras īpatnības

LT- kultūriniai ypatumai

EE- kultuurilised eripärad

It's interesting to learn about cultural specificities of other countries

**Culturally acceptable:**

LV – pieņemams (kultūrā atzīts)

LT- kultūriškai priimtinas

EE- kultuuriliselt vastuvõetav

It isn't culturally acceptable in some countries to blow your nose in public places.

**Cultural conflicts:**

LV – kultūras konflikti

LT- kultūrų konfliktai

EE- kultuurikonfliktid

We should try hard to avoid cultural conflicts as they are a result of a misunderstanding.

**Cultural stereotypes:**

LV – ar kultūru saistīti stereotipi

	<p>LT- kultūriniai stereotipai  EE- kultuurilised stereotüübid  <i>A fixed idea that people have about what someone or something is like, especially an idea that is wrong.</i>  <i>Cultural stereotypes make our understanding of other cultures difficult.</i></p> <p><b>Cultural diversity:</b>  LV – kultūras dažādība  LT- kultūriniai skirtumai  EE- kultuuriline mitmekesisus  <i>The fact or quality of cultures of being diverse or different.</i>  <i>Cultural diversity should be considered as a source of enrichment rather a source of conflicts.</i></p> <p><b>Cultural uniqueness:</b>  LV – kultūras unikalitāte, vienreizīgums  LT- kultūrinis specifiškumas, unikalumas  EE- kultuuriline eripāra  Culture/customs which make a country distinctive/different from other countries.</p> <p><b>Cultural misconceptions:</b>  LV – nepareizi priekšstati par kultūru  LT- kultūrinis nesusipratimas  EE- kultuurilised vāārarusaamad  <i>Mistaken thoughts, idea, or notion; misunderstandings about a culture. These are false ideas about a culture resulting from misunderstanding rather than from reality.</i></p> <p><b>Cultural shock:</b>  LV – kultūras šoks  LT- kultūrinis šokas  EE- kultuurišokk  <i>A condition of confusion and anxiety affecting a person suddenly exposed to an alien culture or milieu.</i>  <i>"The first time she went to Japan, Isabel got a huge culture shock."</i></p> <p><b>Racial behaviour:</b>  LV – rasiska uzvedība  LT- rasistinis elgesys  EE- rassistlik käitumine  <i>A behaviour resulting from a belief that race accounts for differences in human character or ability and that a particular race is superior to others (racism or racialism.)</i>  <i>"We may limit the danger of racial behaviour if there is mutual understanding of different cultures."</i></p> <p><b>Local culture:</b>  LV – vietējā kultūra  LT- vietinė kultūra  EE- kohalik kultuur  <i>Local <b>culture</b> refers to the <b>culture</b> developed at the local level.</i></p> <p><b>Global culture:</b>  LV – globālā kultūra  LT- pasaulinė kultūra  EE- globaalne kultuur  <i>Global <b>culture</b> refer to the <b>culture</b> developed at the global level through the new <b>information technologies</b>.</i></p> <p><b>Global village:</b>  LV – globālais ciemats  LT- globali terpė  EE- globaalne küla, maailmaküla  <i>The entire world and its inhabitants. The world thought of as being closely connected by modern communication and trade and thus eliminating borders.</i></p>
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	<p><b>Globalization:</b>  LV - globalizācija  LT- globalizacija  EE- globalireerumine  <i><b>Globalization</b> in its literal sense is the process of transformation of local phenomena into global ones. It can be described as a process by which the people of the world are unified into a single society and function together. This process is a combination of economic, technological, sociocultural and political forces. Globalization is often used to refer to economic globalization, that is, integration of national economies into the international economy through trade, foreign direct investment, capital flows, migration, and the spread of technology.</i></p> <p><b>Stereotype:</b>  LV –stereotips  LT- stereotipas  EE- strerotüüp  <i>A generalized perception of first impressions. <b>Stereotypes</b>, therefore, can instigate prejudice and false assumptions about entire groups of people, including the members of different ethnic groups, social classes, religious orders, the opposite sex, etc. A <b>stereotype</b> can be a conventional and oversimplified conception, opinion, or image, based on the assumption that there are attributes that members of the "other group" have in common.</i></p>
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### Worksheet 3.1. Warm-up Activities

#### The Story of Your Name

This is an interesting, novel way for people to introduce themselves to others.

Ask participants to turn to a partner and explain what their name means/ where it comes from/ the story behind parents'/ someone else's choice of the name.

**Optional:** Ask each person to introduce his/her partner to the larger group and to explain what his/her name means and where it comes from.

**Optional:** The activity can be extended into revealing the background behind other names e.g. nicknames, pets, alter-ego or "fantasy name", names of children - or what would you name your children if you have them?

#### Have You Ever?

*Popular activity with many variations. "Have You Ever" is often credited to Karl Rohnke.*

This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.

The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.

A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib, e.g., "Does Anyone Have....?"

Items should be carefully considered in order to prevent embarrassment, ridicule, etc.

The motivation of participants to participate often needs some amping up. Try to do some other warm-ups first. The rest is down to the leader's skill in demonstrating and encouraging.

List of Possible "Have Your Ever?" Items:

- Have you ever climbed to the highest point in your country of birth?
- Have you ever lived overseas for more than 1 year?
- Have you ever sung karaoke?
- Have you ever been without a shower for more than 2 weeks?
- Do you have both a brother and a sister?
- Have you ever ridden a horse?

- Have you ever eaten frogs' legs?
- Can you speak 3 or more languages?
- Have you ever been in love with someone who was vegetarian?
- Have you swum in 3 or more different oceans?
- Have you ever flown an airplane?
- Have you broken 3 or more bones in your body?
- Have you done volunteer work sometime in the last month?
- Have you ever free-climbed a tree or rock face more than 10 meters vertically?
- Have you ever had a close relative who lived to over 100?
- Have you ever cooked a meal by yourself for more than 20 people?
- Have you ever kept a budgerigar as a pet?
- Have you ever been parachuting or done a bungee jump?
- Can you not click your fingers on your non-dominant hand?
- Have you ever seen a polar bear?

Source: <http://wilderdom.com/games>.



### Worksheet 3.2. What Do I know About Other Cultures?

This activity is designed to help teach learners to identify what they know (and don't know) about another culture or country. It is a practical activity designed for preparing for real-life cross-cultural encounters through an examination of both similarities and differences.

The purpose of this activity is not to come up with exact information about how to behave during cross-cultural encounters, but to identify some of the areas in which the learner needs to find out more.

#### Procedure

1. Give the learner a copy of the 'Cross-Cultural Checklist' (*Checklist*) and ask them to work through each question in turn.
2. Where the learner answers 'Yes', ask them to identify how they anticipate things to be different in the other culture.
3. Where the learner answers 'Don't Know', ask them to identify ways in which they might find out the answer to this question.

Observations and suggestions for discussion.

The answers to each question are, of course, wholly dependent on the specific culture around which the checklist is undertaken and, of course, the cultural origin of the learners themselves. Not all the questions will be relevant in all situations.

Source: <http://www.culturewise.net/wp-content/uploads/2013/05/Cultural-awareness-training-exercise-pack.pdf>

#### Cross-Cultural Checklist

1. Think about another country or culture.
2. Complete the checklist answering *Yes*, *No* or *Don't Know* to each question.
3. Where you answer *Don't Know*, how will you find out about the answer to this cultural question?

	Yes	No	Don't Know
<b>Non verbal communication</b>			
Should I expect differences in what is thought of as appropriate 'personal space'?			
Should I anticipate differences in the way my counterparts use touch?			
Is there anything particular I need to be careful about in giving or receiving business cards?			
Should I avoid any particular gestures?			
Should I expect differences in the level of acceptable eye contact?			
Do I know what body language is taboo?			
<b>Communication</b>			
Should I anticipate different attitudes about the acceptability of asking personal questions?			
Should I anticipate different attitudes towards the acceptability of humour and emotions?			
Should I anticipate different attitudes towards the acceptability of interrupting?			
Do I know what type of argument is likely to be most persuasive?			
Should I anticipate a different attitude towards addressing difficult issues directly?			
Do I know what style of feedback is acceptable?			
Should I anticipate different expectations about the expression of criticism?			
Should I anticipate different expectations about the expression of anger?			
Should I expect different attitudes towards displays of affection?			
Should I anticipate different expectations about the formality of feedback?			
Do I know the range of ways in which disagreement is likely to be expressed?			
Should I expect a different style of conflict resolution?			
Should I anticipate different expectations about the use of silence?			
Should I anticipate different communication styles to be in use?			
Do I know when to use first names and surnames?			
Do I know what professional titles to use?			



	Yes	No	Don't Know
Should I anticipate different attitudes towards small-talk?			
Should I anticipate different attitudes towards the importance of saving face?			
Should I anticipate a different use of tone or pitch when speaking?			



### Worksheet 3.3. Linguistic Diversity: So Many Languages!

*Procedure: The students are asked to read the text on Linguistic Diversity in Europe (3.3.1 source: Discovery Education <http://www.discoveryeducation.com>).*

The goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and to say "hello" in many different languages.

This can be used a fun, warm-up, get-to-know-you activity with a cross-cultural theme.

**Optional:** Before students start making suggestions, ask the group to have a guess how many collective languages the group will be able to come up with. Don't allow discussion - just do a quick whip around each person's guess and take a rough average - that's the group's estimate.

The teacher keeps count on his/her fingers.

#### Linguistic Diversity in Europe

##### *How is Europe linguistically diverse?*

Like ethnicity, there are a number of different languages and language families in Europe. In Europe, people speak between 50 and 60 languages. These languages belong to three language families. One of the three language families is Romance/Latin. French, Spanish, Portuguese, Romanian, and Italian are all part of this language family. The Germanic language family includes German, English, Norwegian, Swedish, and Dutch. The Slavic family includes Russian, Polish, Czech, and Ukrainian, among others.

Some nations are home to several languages. Spain, for example, still has many different languages. Switzerland has four national languages. They are French, German, Italian, and Romansh. In France, people now speak a French language that is mostly the same. This was not always the case. Until the late 1800s, France was home to several different dialects. A dialect is the way a language is spoken in one place or by a group of people. These dialects were very different. Many people thought of them as languages.

Some languages are spoken in a number of different nations. French is spoken in both France and Belgium.

German is spoken in Germany and Austria. English is now spoken in England, Scotland, Wales, and Ireland.

Still other nations are now home to a single language that is only spoken in that country, for the most part.

This happens because of war or migration. For instance, most people speak Polish only in Poland. Most people speak Czech only in the Czech Republic. Most people speak Slovak only in Slovakia.

Now in Europe, there are fewer differences among languages and ethnic groups. Industrialization and urbanization have led to nationalism. Nationalism is a feeling of community among a people, based on common culture, language, and religion. New nations have formed over time. This has

encouraged ethnic groups to interact in new ways. Small ethnic groups within nations have adopted the language and culture of the larger group. As a result, there are not as many minority groups across the continent. There are not as many minority languages, either. Religion, however, has followed a different path. Over the last 500 years, Europe has had more differences in religions.

### 3.4. All of us are Different!

The goal of this activity is to draw out, compare, and analyse the commonalities and differences of various interpretations and perceptions surrounding culture leading to a discussion on differences and their impact on communication strategy. The students are encouraged to familiarize themselves with the situations introduced below and pose their opinion on the incident. As a next step, the students are offered (in groups of 3-4) to share their own experience/stories of misunderstanding and discuss the possible roots of communication failure.

1. Jane gave her students a grammar test. During the test, a student was looking at another student's answers and writing them on his paper. The teacher asked him to do the test on his own. The student continued to look at the other student's answers. The teacher took his paper away and threw it into the garbage in full view of all the other students to make the point that the student's answers were not an indication of his understanding of the grammar and that it was pointless to write the test if he was just going to cheat. The student was very upset and went to the office to complain.
2. My friend liked her class, but she felt that the teacher was very cold. She said the teacher just taught the subject matter and never asked about the students' families or talked about her own.

*Adjusted from Critical Incidents for Intercultural Communication NorQuest College Intercultural Education Programs, 2008.*



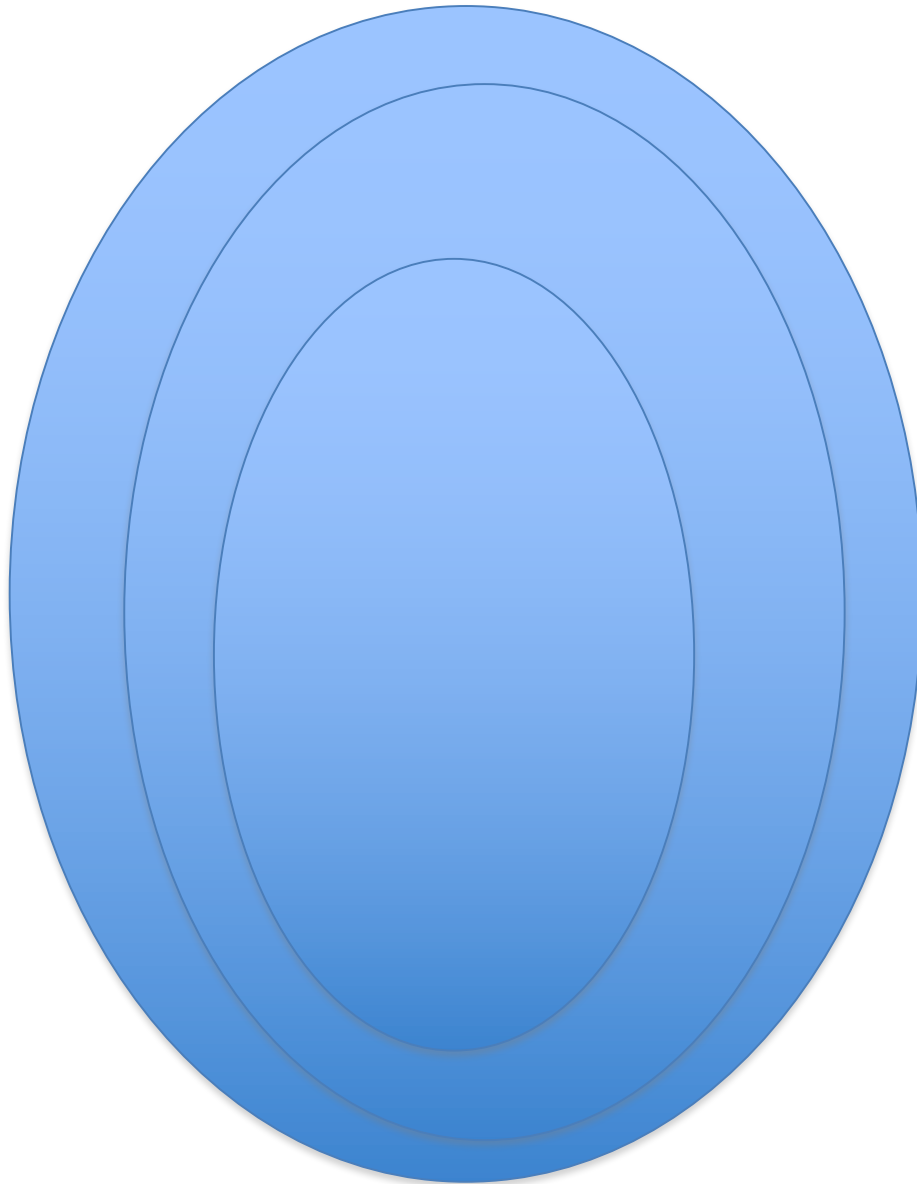
### Worksheet 3.5. My Cultural Identity

#### Procedure

Ask students to get into pairs. Ask students to write their names in the centre circle. They should then fill in each satellite circle with a dimension of their identity they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the circles: female, student, Latvian, brother, middle class, football player, etc.

In their pairs, encourage students to share two stories with each other. First, they should share stories about when they felt especially proud to be associated with one of the identifiers they selected. Next, they should share a story about a time it was particularly painful to be associated with one of the identity dimensions they chose.

Probe the group for reactions to each other's stories. Ask whether anyone heard a story she or he would like to share with the group. (Make sure the person who originally told the story has granted permission to share it with the entire group)



*Adjusted from <http://youthwebonline.com/teachers/activities/culture/03.html>.*



## Literature and online sources

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