



Pontificia Universidad Católica de Valparaíso
Facultad de Filosofía y Educación
INSTITUTO DE LITERATURA Y CIENCIAS DEL LENGUAJE

Essential etiquette in the XXI-century working environment. A workshop for seniors

TRABAJO DE TITULACIÓN para optar al Título de Profesor de Inglés y al
GRADO DE LICENCIADO EN EDUCACIÓN

Nombre: Laura Gutiérrez Méndez

Profesor guía: Ricardo Benítez

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I think the thing I miss most in our age is our manners. It sounds so old-fashioned in a way. But even bad people had good manners in the old days, and manners hold a community together, and manners hold a family together; in a way, they hold the world together.

Nancy Friday

Introduction

Culture is everywhere and is really hard to be defined as one generic idea. Moran (2001) recalls the six blind men and the elephant tale to show the complexity of trying to describe it from just one view. From art galleries to an everyday high five, every human act is considered part of it. Similar to culture, *manners* is a word that carries different meanings, ideas and perspectives. It is well known that every nation has their own social patterns defined by their history, social development, economy and legal system. Then, every place has its own social conventions; manners are understood differently in each corner of the world.

Manners are commonly related to the word “etiquette,” which the Merriam-Webster’s Dictionary defines as “The conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life.” However, this concept involves other non-formally recognized social conventions.

Consequently, *manners* as a concept can be viewed as general guides for courtesy and appropriate behaviour instead of the immense number of social practices around the world; in this way the core of these rules, or essential truth (Popper, 1972), can be easily presented through the cultural value of tolerance and respect that is found in every society and is fundamental in every communicative interaction.

Harris (1988) observes that manners have been really influenced by the new technology and mass culture. He explains that without making any notice the entertainment world has re-coded all these behaviour patterns and spread them over the world. Also, he mentions that technology has changed the way we communicate and how the working environment is structured. For example, machines have taken the working spots of humans, and workers socialize differently among themselves from the way they do with their bosses.

Today, in a world where communication is the key to opening doors, manners come to play a decisive role especially in the business world. What some have considered as

archaic rules, in a business situation they can be an essential tool to make a deal. As Fox (2008) proposes, the main goal for professionals should be to aspire to become good representatives of their own company or working place: it is not just about following codes but about achieving a healthy communicative atmosphere that makes a difference at the end of a meeting. This is fundamental when international business relationships in multicultural interactions are discussed. It is a must to act with respect in every situation that may concern cultural clashes. As Moran (2001: 7) explains, “Our instinctive reaction is to assume that our culture, our way of life, is the right one, and that all others are not.” So, the lack of both instances where people learn to raise awareness of their differences and to show sensibility towards others’ way of living can be prejudicial not only at work but also in everyday communicative situations.

This project

Moran invites language teachers to teach culture in their lessons (2001: 7) and reminds that “Developing sensitivity to cultural differences...does not come naturally.” With the idea of “cultural experience,” he suggests that it is important to generate this kind of learning through facing different cultural situations that not only can be directly experienced, such as living abroad, but also are presented in language classrooms. According to Johnson & Rinvoluceri (2010), culture and language are impossible to separate. Moreover, the Sapir-Whorf hypothesis insists that humans shape the world through a given disposition, language. By assigning codes to reality, “patterns” are born as a reflection of a way of living, creating, behaving, believing, and interpreting the world. Culture gathers all the world impressions that a language codifies: therefore in a language class, teaching culture is fundamental.

Consequently, the purpose of this graduation project is to propose a workshop in which senior students will be able to apply social etiquette to their future work experiences. The main idea is to give them some linguistic tools that they will need in their future professional lives. For example, vocational schools curriculum for students in a tourism and hotel management program might be interested in using this project. Because, as specified in MINEDUC *planes y programas* (2009), seniors are expected to manage cultural notions and effectively communicate with people from other countries.

Nevertheless, even if there is a considerable number of suggested etiquette-related activities in the MINEDUC programs, there is no presence of them as a foreign cultural content. This means that students in their last year of high school may learn nothing about international traditions, though they are taught about Chilean ones. Therefore, the effectiveness of communication can be threatened if there is no previous knowledge about the target culture. As Johnson & Rinvoluceri (2010: 17) clarify when they talk about the result of learning culture in the classroom, “You will develop a wider and more positive personal perspective,” in other words, it is important to raise awareness of cultural differences and similarities in students since they are likely to face intercultural situations. This gap can also be perceived in the English programs for senior year as the MINEDUC presents “Las habilidades en este nivel se desarrollarán... en el contexto de temas que sean representativos de la cultura juvenil y del mundo estudiantil y laboral, seleccionados según criterios de familiaridad, relevancia y pertinencia.” Therefore, students are expected to learn about *manners* or social conventions since it is a need to grasp the cultural background of a language. Moran (2001) upholds this by referring to the “differences” students face when learning a language, and how viewing these from their own culture might be “inadequate,” interfering with their social interaction. This concept is covered in the workshop because in any work field good manners are always expected and may be the key to succeeding as Fox (2008: 2) argues,

“The world has changed dramatically during the past few years; cross-cultural awareness is crucial, and social and business niceties aren’t nearly as pervasive or clearly defined as they used to be. Knowing how to behave courteously and professionally is far from trivial. Etiquette and protocol really do count in the business world. No matter how brilliant and employee may be, any lack of social grace will make a bad first impression on clients and business associates.”

Moreover, students in their senior year are the ideal audience because they already have the language abilities and awareness to understand the differences between their own culture and another. Moran (2001: 8) stresses that “...learners need conscious learning strategies to help them understand and enter other ways of life and, in the process, recognize the role of their cultural conditioning.” In other words, when it comes to etiquette lessons the rules and habits presented might be pointless for young students, while seniors already have the awareness needed to understand their purpose. At this overwhelming stage

in their lives, some guidelines about how to approach specific situations make their journey to adulthood easier.

Going into the world of etiquette might be challenging and that is why some skills are needed to be developed beforehand when students' future lives are considered. Essentially what it is hoped to be found in the classroom are persons who are able to think critically. Fascione (2009: 5) points out that "The very core of critical thinking: interpretation, analysis, evaluation, inference, explanation, and self-regulation," these skills must be present in the class, otherwise students probably will not understand the protocol's rules. Without critical thinking, the lessons might turn out to be just an imitation of a certain country's traditions, yet with critical thinking included, students will understand the different ways of living and create their own cultural identity.

Kramersch (1998: 81) states that "The term 'cross-cultural' or intercultural usually refers to the meeting of two cultures or two languages across the political boundaries of nation-states". The idea of the workshop designed in this project is to give the future workers and professionals necessary tools to face cross-cultural situations. She also mentions that it is important "to understand the Other in the other side the border by learning his/her national language." So, by teaching manners in a second language, students will be able to comprehend the cultural varieties in working contexts. In order to acquire this understanding, it is important to take notice of the differences that exist among cultures, Cakir (2006: 154) indicates that "Such kind of differences exist in every language such as the place of silence, tone of voice, appropriate topic of conversation, and expressions as speech act functions (e.g. apologies, suggestions, complains, refusals, etc)." Therefore, the behavioral patterns are part of every class in this project and are as important as the four skills (reading, listening, writing and speaking) expected in every language class.

Syllabus

The nature of the workshop here proposed includes not only verbal communication form but also non-verbal features, as expected in every language class. Pennycook (1985) claims that “...gestures are culture-specific, and their use or misuse can lead to amusement, bewilderment, miscomprehension, or insult.” A paralanguage approach was taken into account when the sample activities were designed. This multi-skill perspective does not exclude other traditional approaches, but it does define the mode in which the lessons will be conducted.

In order to better exemplify the mode of the classes, below is a brief summary of how each skill has been considered:

(1) Speaking will be understood not only as having the proper intonation and pronunciation but also the kinesics and proxemics of formal situations and meetings. The differences between greetings, handshakes, and body movements when someone approaches a multicultural situation are meant to be part of each task. Also the language varieties are an essential part; formal language is going to be emphasized.

(2) Listening will focus on situations that students will face in their future experiences. By presenting them authentic material that has to do with their professional fields, the class is meant to be closer to diverse backgrounds. The implementation of audio-visual material serves as a graphic guide on which students can rely when any theoretical knowledge is reviewed.

(3) Reading is considered in different ways. For example, guidelines about social conventions, instructions clear to be followed, and other cultural notions, as articles focused on formal language orientation, samples of formal letters, resumes, and minutes. These patterns are not only letter restricted since emails are covered too.

(4) Writing will be influenced by the formal register; every piece of written exercise must follow the essential grammar rules in use; otherwise, the use of slang, for example, might give the wrong impression in serious circumstances. The new communicational conventions have changed, so this ability will be covered by the term *netiquette*, defined by Chaffee (2002 : 33) as a “ word coined from *internet* and *etiquette*.” Cyber space rules cannot be left out because of the influence that communication media have on the new employers.

Therefore, the position of the learners in the class can be identified as social beings (Mytchell & Miles 1998). Who play different roles; this position is defined as one that pursues an effective communication. This has to do, as was already mentioned, with social codes or protocols because manners are completely bounded with the effectiveness and competence in a second language; these guidelines close the gap between cultural differences and language codes. However, this cultural competence cannot be easily assessed as Johnson & Rinvoluceri (2010) warn that the complexity of learning another culture besides our own is a challenge that can be faced with the help of the linguistic competences. Then, through language lessons students will learn etiquette.

This graduation project is centered on a content-based syllabus, because, as the evidence showed in this overview, this type of syllabus comes closer to what is expected to be achieved. Reilly (1988: 3) describes it as “The primary purpose of instruction is to teach some content or information using the language that the students are also learning. The students are simultaneously language students and students of whatever content is being taught.” The content addressed in this syllabus is manners for intercultural situations that might be faced in future working environment. Even though it may look as an elective syllabus, manners are part of the essential education that every person should be taught, because if society does not learn about respect and tolerance, living together sounds impossible.

Needs analysis

In order to design the course, a survey (see appendix 1) with 15 multiple-choice questions was carried out at Sagrados Corazones School (SSCC). This private school highlights the importance of learning English as an essential tool for future workers or professionals who are currently seniors. Therefore, they were an ideal audience (between 17 and 19 years old; 12 girls; 8 boys) because they have the English level required to answer accordingly the survey, which was in English. Six out the fifteen answers are important to point out:

First, all the students have thought about the possibility of interacting with people from different countries, with a majority of 80% saying that they have thought about it and the rest saying that sometimes they do.

Second, when asked about manners when talking with foreigners, 90% of the students (18) think that it is important to learn about etiquette. Moreover, the majority chose “all mentioned” when asked about the benefits of learning social conventions.

Finally, the answers concerning cognitive skills showed that over 70% of the students write in English during the lesson. In contrast, just 10 % of the students who did this survey admitted that they do not understand conversations in English; while 65% of them text in English.

The results of this needs analysis (see appendix 2) reveal that a workshop based on work etiquette is a must for students who are in their last year of high school. Furthermore, Sagrados Corazones students’ answers about the benefits of knowing social conventions were better pay, confidence, more work opportunities and travelling to other countries, showing that English skills are essential when interacting with members of other cultures and considering employers’ expectations.

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Syllabus

Name of the workshop:	Essential etiquette in the XXI-century working environment. A workshop for seniors.
English level:	Upper intermediate.
Duration of the workshop:	One semester.
Teacher:	Laura Gutiérrez Méndez
Email:	lau.gutierrez.m@gmail.com
Phone:	+56957684410

Rationale

This workshop is a language-culture based class that offers the student the opportunity to develop communicative skills needed in their future working life through some notions of social conventions. The student will face different everyday situations that are strongly related to the use of etiquette in formal situations. From formal letters to arranging a meeting, the student will grow to be an efficient worker with knowledge of the social codes in English.

Course organization

This course is divided in three units and 13 lessons, being unit 0 the introductory lesson to the class. Every unit has its own specific focus, yet all of them evenly develop the same abilities with the use of formal language.

Unit 0: What's *Etiquette*?

1. Introduction to the course

Unit 1: During an interview.

1. What would you like to become after graduating from high school?
2. How do I look?
3. What have you achieved?
4. "Yes and "No" are not the only answers.

Unit 2: During a meeting.

1. Saying hello with grace.
2. Making a memorable presentation.
3. Dislike it, Do not insult it.
4. Let's start the meeting.

Unit 3: Everyday work.

1. Organizing it!
2. Writing with grace.
3. Let's learn about *Netiquette*
4. Tell me how you eat and I will tell you who you are.

General objective

Students will be able to apply social etiquette to their future work experiences.

Specific objectives

Throughout the workshop, students will be able to...

- Recognize the advantages of following social codes.
- Manage formalities needed for an interview.
- Apply social codes to interactions in work meetings and formal situations.
- Practice social conventions used in everyday working environments.

Class policies

The social conventions taught in this workshop will be asked to be followed by the students. It is a must to respect the work of the teacher and the rest of the class. Tardiness will be considered a direct offense, so whenever a student does not arrive in time, he/she will not be considered in the attendance report. If there was any reason for not attending as health problems, family issues, or others, the students will need to show evidence of this. 70% of attendance is the minimum required to pass.

Class participation has to be focused on respect and the use of etiquette. Any offensive comment or action in the classroom will not be tolerated. Depending on the level of verbal or physical aggression, the student can be asked to leave the classroom and even give notice of it to the school superiors or parents.

Assessment criteria

Every unit has two graded activities, writing and speaking (see appendix 3). The graded activities are considered as 90% of the final mark. The remaining 10% is divided in the self-evaluation and work in class registers (attendance and class participation).

Icons

These icons are used in the syllabus as a guide to understand the nature of the activities



Social skills. (Mostly speaking)



Reading skills.



Writing skills.



Teacher guided activity.



Internet needed.



Graded activity.



Video.



Use a camera.



Go outside.



Activities outside the classroom. (Homework)

Sample activities



In this lesson
you are going
to recognize
the advantages
of following
social codes.

Unit 0: What's etiquette?



Read the different definitions of the word *etiquette* and share with a partner the answers to the questions below.

“The rules indicating the proper and polite way to behave.” [http://www.merriam-](http://www.merriam-webster.com/dictionary/etiquette)

[webster.com/dictionary/etiquette](http://www.merriam-webster.com/dictionary/etiquette)

“The conduct or procedure required by good breeding or prescribed by authority to be observed in social or official life.”

<http://www.merriam-webster.com/dictionary/etiquette>

“Conventional requirements as to social behavior; proprieties of conduct as established in any class or community or for any occasion.” <http://dictionary.reference.com/browse/etiquette>

“The practices and forms prescribed by social convention or by authority.”

<http://www.thefreedictionary.com/etiquette>

- Do you think etiquette is useful? why? why not?
- What do you understand by social rules?
- How is the picture to the left related to the previous questions?
- What are the risks of using “bad” Spanish and using it in different situations? Make a chart with the advantages and disadvantages of using “bad” Spanish.

Advantages	Disadvantages



After reading the following text, answer these questions individually. You can use a dictionary if necessary.

- a. What would you consider “good English”?
- b. What are some advantages of using good English?
- c. Do you think it is important to use formal language in this course? Why?

Good English

You are going to be judged, whether you like it or not, by the correctness of your English as much as by the correctness of your thinking; there are some people to whose ear bad English is as offensive as gibberish, or as your picking your nose in public would be to their eyes and stomachs. The fact that people of linguistic sensibilities may be a dying breed does not mean that they are wholly extinct, and it is best not to take any unnecessary chances.

To be sure, if you are a member of a currently favored minority, many of your linguistic failings may be forgiven you—whether rightly or wrongly is not my concern here. But if you cannot change your sex or color to the one that is getting preferential treatment... you might as well learn good English and profit by it in your career, your social relations, perhaps even in your basic self-confidence. That, if you will, is the ultimate practical application of good English.

*(Taken from Simon, J. From *Paradigms lost: Reflections on literacy and its decline*)*



In this unit
you are
going to
manage
formalities
needed for
an

Unit 1: During an interview



Have you ever been interviewed? Share your experience with your partner and discuss what would be the best 10 suggestions about what should be or should not be done.

If you haven't been interviewed, what do you know about interviews and what 10 pieces of advice can you give someone who is going to be interviewed for a job?



Watch the following video and compare your suggestions with the ones given. Did you come up with similar suggestions?

<https://www.youtube.com/watch?v=S1ucmfPOBV8>

Interview Do's and Dont's by VaultVideo.



Lesson 1: What would you like to become after graduating from high school?



Look at the sample resume below, and pay attention to its parts. Ask your teacher for help if you do not understand.

CONSIDERING MEDIA

Designing Documents

Name in boldface and larger type size

Position being sought

Details of educational background

Significant academic information

Work experience relevant to position being sought

Significant volunteer work

ANGELA SANTANA	
<p>CURRENT ADDRESS 75 West Fourth Avenue Columbus, Ohio 43201 Phone: (614) 555-8926 E-mail: SANTANA.324@OSU.EDU</p>	<p>PERMANENT ADDRESS 549 Tyler Street Anoka, Minnesota 54268 Phone: (612) 555-1146</p>
<p>CAREER OBJECTIVE Position on editorial staff of a journal or publishing firm</p>	
<p>EDUCATION</p> <hr/> <p>B.A. in English, with Writing Emphasis, The Ohio State University, Columbus, Ohio, June 1998. Senior thesis, "Literacy and Community Service"</p> <p>Core courses: Literary Publishing, Poetry Writing Workshop, Writing and Learning Seminar, Rhetoric and Community Service, History and Theories of Writing</p>	
<p>AWARDS Foster Award for Outstanding Undergraduate Essay, 1997</p>	
<p>EXPERIENCE</p> <hr/> <p>1995 - 1998 <i>Mosaic: The Ohio State University Undergraduate Art and Literature Magazine</i> Editor-in-Chief, 1997 - 1998</p> <ul style="list-style-type: none"> Oversaw work of editorial assistants; served as liaison to faculty advisor and to Chair of English Department; drafted annual budget and grant proposals with business manager and faculty advisor; used Quark XPress, Page-Maker, and ClarisWorks to design and assemble layout <p>Associate Literature Editor, 1995 - 1997</p> <ul style="list-style-type: none"> Read submissions; selected poetry, fiction, and nonfiction; copy-edited manuscripts; did public relations; solicited manuscripts and artwork <p>1997 Max M. Fisher College of Business (The Ohio State University) Summer Intern, Public Relations</p> <ul style="list-style-type: none"> Designed and copy-edited brochures and promotional material; edited and proofread faculty biographical entries for 1997 - 1998 <i>Bulletin</i> 	
<p>LEADERSHIP AND VOLUNTEER ACTIVITIES</p> <hr/> <p>Treasurer, Phi Beta Kappa, 1997 - 1998 President, Alpha Chi Omega Sorority, 1996 - 1998 Workshop Organizer for Developmentally Disabled Children, The Ohio State University Hospitals, 1994 - present Tutor, Godman Guild Literacy Center, 1994 - present</p>	
<p>REFERENCES Available upon request</p>	

(Taken from *The new St. Martin's handbook* by Andrea Lunsford and Robert Connors. 4th edition)



In groups of three discuss: Why do you think it is important to write a resume? Would do something else? How would you present your educational and professional background?



Choose one of the different professional' paths and write your resume as if it were your profession. Search the Internet to find extra information about your choice. After it is done hand it in.



Rock n roll band member	Party organizer	Chef	Video game designer
Video game tester	Roller coaster operator	Crane/forklift operator	Wedding planner
Landscape designer	Ninja	Robotics expert	Supermarket demonstrator
Toll booth collector	wine-taster	Tour guide	Host
Pet food tester	Cup keeper	Face feeler	Gumologist



Make a list of the places where you would like to work. Go around your city and ask for the job requirements of the institution or institutions you are interested in working at. Present them to the rest of the class and compare them with a classmate's by using some of these questions:

- What are differences/similarities in the requirements?
- Would you like to change or modify anything in the requirements?
- Do you agree with the institution's requirements? Why? Why not?

Lesson 2: How do I look?



While reading the guidelines below, reflect on those with which you agree and disagree so that you can give your opinion later on.

Basic Social Etiquette

- Always be punctual
- If invited to a function bring no one, unless the invitation states "and guest"
- Don't smoke, chew gum or tobacco
- RSVP on an invitation stands for the French phrase "Repondez s'il vous plait," meaning "Reply, please." In other words:
 - Respond to indicate whether you will or will not attend
 - Don't show up without having responded
 - If you said yes and your plans change, let the host know you need to cancel
 - Don't be a no-show

Social Functions

- Avoid hanging out exclusively with your friends; mingle and make conversation
- Make attempts to meet as many people as possible
- The art of small talk is asking questions
- If alcohol is served and you are underage, don't drink!
- If alcohol is served and you are over 21, drink conservatively!
- Cocktail parties are not about the food! Don't hover around the hors d'oeuvres!
- If you are of legal drinking age, it is best to keep your head clear and don't drink
- Wear your nametag on your right chest area

First Impressions

- It takes 30 seconds for a person meeting you for the first time to form impressions about you, your character, and abilities. You never get a second chance to make a first impression!
- You're always "onstage". Always be prepared to look and sound your best
- Good grooming is essential
- Smile and make eye contact

Introductions

In the business arena, the person of lesser importance, regardless of gender, is introduced to the person of greater importance, regardless of gender: "President DeFleur, I'd like to introduce (student name)"

When being introduced:

- Stand up
- Look them in the eye
- Give a firm handshake
- Greet them - "How do you do?" or "How do you do, President DeFleur?"
- Speak slowly and clearly
- Smile!

Handshake

- Standard/expected in greetings, introductions, saying goodbye
- Firm handshake conveys confidence, assurance, interest and respect
- While it doesn't matter who extends the hand first; extending your hand first shows confidence
- Treat men and women with equal respect
- Look directly at the person and smile

Appearance/Grooming

- It's critical to be clean/neat from head to toe.
- Piercings and Creative Hair: Yes, you have a perfect right to be who you are. Just remember, employers have just as much right to say that lip rings are not the image they are trying to project. You will have to decide if your personal statement is worth more than the job. Of course, there are fields - fashion and music to name two - where no one would care about excessive piercings or creative hair.
- Tattoos/body art: if you have it, make sure it won't be visible. Same reason as above.
- Clean nails and hands. Nail polish, if you wear any, should be conservative.
- If you wear glasses, make sure the lenses are clean.
- Don't overdo cologne or perfume. In fact, none can be a wise decision.
- Have a conservative haircut, which is neatly combed. No hair in face.
- Check hair, face, teeth, and clothes before entering a room. Fresh breath is a must! No gum or mints in your mouth! Press your clothing! If you don't know how, the dry cleaner will take care of it for you!

Women: Conservative jewelry and make-up.

Men: Facial hair policies vary by geography, industry and organization. Basic advice: it should be clean, neat and trimmed.

(Adapted from <http://www.binghamton.edu/ccpd/quick-reference-guides/etiquette.pdf>)



Compare your opinions about the guidelines with those of a partner and then present them to the rest of the class. Support every statement you two make. Write your ideas down before exposing them to have extra support.

For example: We think tattoos should not be hidden because they are part of someone's identity as scars, moles, and other physical characteristics.



Record yourself reciting the following poem. In order to be more fluent, memorize it before the recording. See if you followed some of the guidelines provided before and answer the questions: Why is it so important that I be aware of my body movement? Do I stand still? Do I make any gestures? What can I do to avoid showing an inadequate appearance when talking?

Be The Best of Whatever You Are

If you can't be a pine on the top of the hill
 Be a scrub in the valley--but be
 The best little scrub by the side of the rill;
 Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
 And some highway some happier make;
 If you can't be a Muskie then just be a bass--
 But the liveliest bass in the lake!

We can't all be captains, we've got to be crew,
 There's something for all of us here.
 There's big work to do and there's lesser to do,
 And the task we must do is the near.

If you can't be a highway then just be a trail,
 If you can't be the sun be a star;
 It isn't by size that you win or you fail--
 Be the best of whatever you are!

-By Douglas Malloch,

(Taken from <http://www.great-inspirational-quotes.com/be-the-best-of-whatever-you-are.html>)

Lesson 3: What have you achieved?



Read the following pieces of advice for your self-introduction when having a job interview. As a class, try to add to this list what you have learned in the previous lessons.

1. *Spell out your name clearly.*
2. *Tell how you preferred to be called.*
3. *Tell them about your qualification (if time permits from your school days) including the institutions studied.*
4. *Awards/ trophies/ distinctions won by you for academic excellence if any.*
5. *Reasons for choosing the discipline in your education.*
6. *Family particulars (Father, Mother, Brothers, Sisters, Spouse, Children)*
7. *In case of children stream of education CBSE, State Board etc.*
8. *Details of spouse if employed.*
9. *Employment history and reasons for leaving each employment.*
10. *Achievements in each employment*

(Adapted from <https://www.englishforums.com/English/MySelfIntroduceTomorrowsInterview/nphg/post.htm>)

11. _____
12. _____
13. _____
14. _____



Read the following self-introduction and make corrections or suggestions to improve it. Also, make notes of the body language that should be used.

Good morning Sir/Madam,

I am glad to be here for this interview. First, let me thank you for finding time in the midst of pressing affairs. I am 25 years old and I live locally.

I am seeking an opportunity to work in Sales. My professional experience and my awareness of your unparalleled reputation have led me to want to work for your company.

I have a bachelor degree with a major in Mechanical and Electrical field. Graduated from the *** university in 2002. Over the past three years, I have worked with *** Co.,Ltd in Sales with responsibility mainly for the market of Hunan. During this period, I have learnt much. I learned the values of teamwork and commitment, how to win, how to work hard, how to concentrate and focus on goals, and how to balance my time and priorities. Additional experience in other fields such as graduation practice in factory and commercial negotiation also reinforces my value to your company. I enjoy thinking, learning, working, and I am able to bear work pressure.

In my free time, I often participate in activities such as table tennis and badminton.

I would love to join the company. Thanks. (Adapted from:

<https://www.englishforums.com/English/MySelfIntroduceTomorrowsInterview/nphg/post.htm>)



Write your own version of a self-introduction. If you want, use the information of your resume to write about your achievements. Use your imagination to create unrealistic achievements (optional).



Go around the school and ask teachers of other subjects the following questionnaire. Then bring back your findings and hand in a copy to your teacher.

- How did you get the job you currently have? Were you interviewed? By who? (school authorities, psychologist, a committee)
- Did you have to fill out a form? Was there a deadline?
- Did you have to hand in a resume? Did you present a letter of recommendation?
- Did you read an ad in the local newspaper or were you recommended by a colleague?
- How were you dressed for your first day on the job?
- How formal was your language? Do you still watch that formality when addressing your colleagues?



Look up sample interviews (written or audiovisual) on the internet. Write down what is good and bad about them. With all the information gathered improve your own self-introduction and memorize it. Use the following question to guide your thoughts:

- Do they stand still?
- Do they keep visual contact with their interviewer?
- What kind of information are they giving?
- Do they use "Good English"?



Ask the teacher's advice if you need help with the grammar. If it is not possible to talk to him/her, you can access the Internet for help. However, double checking or asking your classmates for opinion is always the best choice.

Lesson 4: “Yes” and “No” are not the only answers



Read the following article about frequent job interview questions. Highlight the questions that you think are the most difficult to answer and explain why.

The 10 Most Common Job Interview Questions

By Alison Green Jan. 24, 2011 | 9:00 a.m. EST + More

The absolute best thing you can do to prepare for a job interview is to practice your answers to the questions you’re most likely to be asked. Saying your answers out loud over and over or writing them down will significantly improve how well you perform when you’re sitting in the interview chair.

Here are the 10 questions you’re most likely to be asked in a job interview:

1. Tell me about yourself.
2. What interests you about this opening? (Or why do you want to work for us?)
3. What do you know about our company so far?
4. Why did you leave your last job? (Or why are you thinking about leaving your current job?)
5. Tell me about your experience at _____. (Fill in past job.)
6. What experience do you have doing _____? (Fill in each of the major responsibilities of the job.)
7. Tell me about your strengths.
8. Tell me about a time when... (Fill in with situations relevant to the position. For instance: Tell me about when you had to take initiative ... you had to deal with a difficult customer ... you had to respond to a crisis ... you had to give difficult feedback to an employee ... You get the idea.)
9. What salary range are you looking for?
10. What questions do you have for me?

Still have more time to practice?

Bonus points if you practice answers to these additional five questions:

What’s most important to you in a new position?

How does this position fit in with the career path you envision for yourself?

What has been your biggest professional achievement?

If I spoke with your previous boss, what in which areas would he or she say you need improvement?

What are the first five things you would do if you got this position?

Remember, rehearse your answers out loud. Practice saying them over and over and over, until your answers fly off your tongue automatically.

The more you practice, the better you’ll get and the more comfortable you’ll feel. And most importantly, if you do this, you will see a significant improvement in your interview experience.

(Adapted from: <http://money.usnews.com/money/blogs/outside-voices-careers/2011/01/24/the-10-most-common-job-interview-questions>)



In pairs figure out the best answers to these questions. Take into consideration the usage of formal language, body movement, knowledge, and dress codes.

1. Tell me about yourself. **[Self-introduction]**
2. What interests you about this opening? (Or why do you want to work for us?)
3. What do you know about our company so far?
4. Why did you leave your last job? (Or why are you thinking about leaving your current job?)
5. Tell me about your experience at _____. (Fill in past job.)
6. What experience do you have doing _____? (Fill in each of the major responsibilities of the job.) **IF YOU HAVE ANY (OR IMAGINARY)**
7. Tell me about your strengths.
8. Tell me about a time when...
9. What salary range are you looking for?
10. What questions do you have for me?



Write a script that includes your answers based on your self-introduction and resume. Practice them and ask for help if you need to correct your grammar mistakes.



Look up extra information for the type of questions in Spanish. Make a list with the questions and compare them with their version in English.

- How would you answer them in Spanish?
- Are there any similarities between the types of questions in both languages?
- Are there similarities in the way you are going to answer in Spanish and in English?




In pairs present to the class what an interview would be like (role-play). Both of you have to play the roles of interviewer and interviewee.

Tips


- Make a script.
- Record yourself. Then correct yourself in terms of pronunciation and body language.
- Remember to practice it with and without your classmate.
- Try to dress up if you can. Avoid looking untidy.

In this unit you are going to apply social codes to interactions in work meetings and formal situations.

Unit 2: During a meeting

 In pairs discuss about what do you think you are going to do in this unit and answer the following questions.

- Why is there a handshake in the left picture?
- Have you ever seen or been in a meeting?
- Do you think that what we learned in Unit 1 can be applied to this new unit? How?

 Watch the following video. Then, make a list of the pieces of advice showed in the video and add five more.

<https://www.youtube.com/watch?v=15Av0DLUQNk>
How to practice proper business meeting etiquette by Howcast.



Lesson 1: Saying Hello with Grace



Read the following text and answer the questions below in your notebook.

In today's fast-paced, high-tech world, people tend to forget the importance of simple human contact and kindness – remembering people's names, trying to make a good first impression, and greeting people with a firm hand-shake. I'm asked many business etiquette questions; invariably, I find that many of them center on introductions. Rightly so. Even though people may have loosened up somewhat in their use of titles, you still find a very distinct pecking order in who is introduced to whom in the business world.

Being able to introduce people and explain who they are makes everyone feel comfortable in a new situation and is one of the most useful skills you can acquire in the business world. The ability to introduce yourself or others confidently demonstrates that you are at ease and in control—and by extension, you set others at ease too.

(Adapted from *Business Etiquette for Dummies* by Sue Fox)

- a. *Why is it important to greet?*
- b. *Do you usually greet people in the morning?*
- c. *How would life be if nobody greeted? Can you imagine?*
- d. *What are the different kinds of greetings you know?*
- e. *Think about the advantages and disadvantages of greeting.*

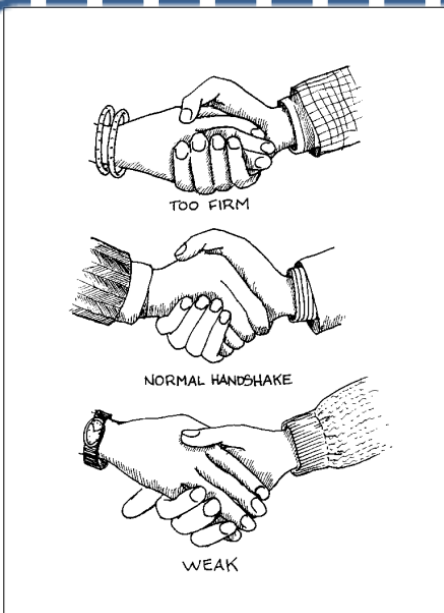
Advantages	Disadvantages



Read and discuss the following advices about greetings with the rest of the class. Would you add more? Try to come up with new ones.

1. Keep all the honorifics equal: if you use Ms. Huges, you must use Mr. Cunningham. Never use first names only.
2. Introductions are based on a person's rank and position in a company: You name the senior person first and the person who is being introduced, or presented, last. Traditionally, in social situations a man is introduced to a woman.
3. Don't use first names unless someone invites you to do so.
4. "How do you do" is not really a question: it's the correct response, as "hello", but never "hi."
5. A grown woman is never a "Miss." Only young girls under 18 are addressed as Miss.
6. The ability to remember names and titles, especially in a large group, makes a lasting impression.
7. A firm handshake with good eye contact communicates self-confidence.
8. Stand up when someone makes an introduction.
9. _____
10. _____
11. _____
12. _____

(Adapted from *Business Etiquette for Dummies* by Sue Fox)



Look at the picture of handshakes and search for greetings in other cultures. Make a list of them and explain their importance. What are the differences between them and handshakes? Discuss with a classmate.



Start your day by greeting at least 5 different people that you are not used to greeting. Make notes about what changed since you did that. Write a journal about your findings and share them with the class.

(Adapted from *Business Etiquette for Dummies* by Sue Fox)

Lesson 2: Making a memorable presentation



Search the internet to find information about something that interests you. It can be related to your future aspirations or just about your personal preferences. Look at the sample below and organize the information you found in this way:

Knots [TITLE]

I. History of Knots [MAIN TOPIC]

A. One of the oldest inventions [SUBTOPIC]

1. Used with bows and arrowheads [DETAILS]
2. Used for clothing and shelter
3. One or two inches taller

B. Famous Gordian knot

II. Tying Knots

A. Language of knots to name parts of a rope

B. Preparing rope for knots

1. Work the rope to take out stiffness
2. Whip the ends so rope doesn't unravel

C. Useful knots

1. Square knot
2. Bowline
3. Two half hitches

(Taken from <http://www.eduplace.com/parents/resources/homework/reference/outline.html>)



In groups of three choose one of the topics you searched individually and that you would like to present in front of the class at the end of the lesson (7-10 minutes). Use the previous guideline to organize the ideas you are interested in expressing and to determine the order you want to present them. Read the following sample sentences to guide your own work.

"Good morning/afternoon/evening, my name is Julia Arias."

"I'm here this evening to talk to you about global warming; that I feel is topic of great importance."

"The objective of this presentation is not to try and persuade you to take a stand on this issue, but I would like to try and present both sides of the issue to you in order to better educate the public on a very important environmental concern."

"As this presentation comes to a close, I once again thank you for being here this evening and hope that this activity has given you a much clearer understanding about the Global warming."

(Adapted from <http://web.ics.purdue.edu/~peters/>)



Design a visual support for your presentation (Power point, Prezi, etc.). Use the following tips to make it as clear as possible. After you finish, answer these questions as a reflection: Did these guidelines make your presentation fluent and easy to follow?

Why? Why not?

1. Don't give your presentation support center stage.
2. Create a logical flow to your presentation.
3. **Make your presentation readable.**
4. Avoid paragraphs or long blocks of text.
5. Use appropriate fonts.
6. Avoid detailed reports.
7. **Remember, less is more.**
8. Distribute a handout.

(Adapted from <http://michaelhyatt.com/5-rules-for-more-effective-presentations.html>)



Practice your presentation. Ask your classmates for their opinion regarding the way you move and the language used. Then record yourself and see your performance. Do it as many times as you need to improve your performances skills.

- Remember to use all your previous knowledge about body movement and good English.
- Remember to greet everyone at the beginning of the presentation.
- Be careful with your appearance.



Present your work to the rest of the class. Remember that it has to be a 7-10 minute presentation that has to include all the requirements already mentioned. After you finish respect your classmates' turn and do not disturb them.

Lesson 3: Dislike it, Do not insult it.



Read the following expressions for agreeing and disagreeing. Highlight the ones that calls your attention and that you would use. Ask your teacher for help if you don't understand any of them.

Stating an opinion	<ul style="list-style-type: none"> • In my opinion... • The way I see it... • If you want my honest opinion.... • According to Lisa... • As far as I'm concerned... • If you ask me...
Asking for an opinion	<ul style="list-style-type: none"> • What's your idea? • What are your thoughts on all of this? • How do you feel about that? • Do you have anything to say about this? • What do you think? • Do you agree? • Wouldn't you say?
Expressing agreement	<ul style="list-style-type: none"> • I agree with you 100 percent. • I couldn't agree with you more. • That's so true. • That's for sure. • (slang) Tell me about it! • You're absolutely right. • Absolutely. • That's exactly how I feel. • Exactly. • I'm afraid I agree with James. • I have to side with Dad on this one. • No doubt about it. • (agree with negative statement) Me neither. • (weak) I suppose so./I guess so. • You have a point there. • I was just going to say that.
Expressing disagreement	<ul style="list-style-type: none"> • I don't think so. • (strong) No way. • I'm afraid I disagree. • (strong) I totally disagree. • I beg to differ. • (strong) I'd say the exact opposite. • Not necessarily. • That's not always true. • That's not always the case. • No, I'm not so sure about that.
Interruptions	<ul style="list-style-type: none"> • Can I add something here? • Is it okay if I jump in for a second? • If I might add something... • Can I throw my two cents in? • Sorry to interrupt, but... • (after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying... • (after being interrupted) You didn't let me finish.
Settling an argument	<ul style="list-style-type: none"> • Let's just move on, shall we? • Let's drop it. • I think we're going to have to agree to disagree. • (sarcastic) Whatever you say./If you say so.

(Taken from <https://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>)



In pairs think about the expressions just read and answer the following questions in order to guide your conversation.

- *Why do you think it's important to know these expressions?*
- *Have you ever used some of them in English or in Spanish? On what occasions?*
- *Would you like to use them in the future?*
- *Do you think they will turn useful?*
- *How are they related to the previous content?*
- *Do they help you to respect others opinions and point of views?*
- *What would make them better?*



Write a paragraph (or more) stating your opinion about one of your classmates' previous presentations. Use the phrases that will help you to write your opinion without offending the other person's effort and work. Remember to be careful with your words.



Think about how you used to express your opinions before you had this lesson. Do you think something would have changed if you knew about these phrases? Do you think your life would change if you did it from now on? Try to express your own thoughts in a more considerate way and write your results. Did anything change? Show everyone in the class your findings.

Lesson 4: Let's start the meeting



Besides greeting, presenting, and expressing your opinion, a meeting has other formalities that are important to know. There are roles such as president, vice-president, secretary, finance manager, and representatives. Also, there are *minutes*, a short summary with the highlights of the meeting. After reading the samples, talk with your classmate and figure out what kind of information goes there. Fill them in with your class' activities (future or past).

Meeting Minutes		
Meeting Title:		
MINUTES	Meeting Date	Meeting Time
Meeting Location:		
Meeting called by:		
Type of meeting:		
Facilitator:		
Note taker:		
Timekeeper:		
Attendees:		
Minutes		
Present:	<name>	<name>
	<name>	<name>
	<name>	<name>
Apologies:	<name>	<name>
	<name>	<name>
	Agenda Item	Action
1.	<topic> a. <discussion/comments>	<name>
2.	<topic> a. <discussion/comments>	<name>
3.	<topic> a. <discussion/comments>	<name>
4.	<topic> b. <discussion/comments>	<name>

Meeting Agenda

Subject:	Date:
Location:	Time:

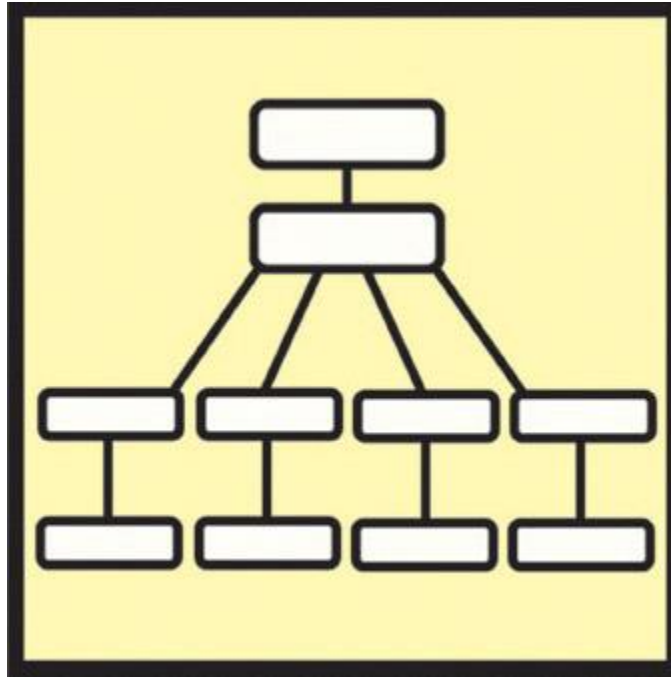
Chair:
Attendees:

Topic	Decision or Result Required	Owner	Time
<i>New logo</i>	<i>Choose final two for shortlist</i>	<i>KB</i>	<i>25 mins</i>

(Taken from <http://images.1233.tw/business-meeting-minutes-format/>)



Make a diagram of the class council roles and include others that you would like existed. Write down the reasons why that role should exist.



(Taken from http://www.underconsideration.com/wordit/wordit_archives/0608_flat_Daniel_Genser.jpg)



Mock-up meeting: In groups, every student will be assigned a role (randomly), and all together they will have a meeting. They must prepare one or two presentations related to their class' problems; the others have to prepare questions and opinions on how to solve them. The secretary has to hand out printed minutes. All the aspects of a meeting must be presented, from a formal greeting to the records of the results. Remember to...

- *Respect your classmates*
- *Don't waste time*
- *Prepare everything before hand*
- *Be careful with your body language and English*
- *Bring new and refreshing ideas*
- *Take care of your appearance*
- *Practice!*

In this unit you are going to practice social conventions used in the everyday working environment.

Unit 3: Everyday work



Make a list of tips you would give to someone who is new in a job.



Watch the following video and answer the following questions in your notebook.

https://www.youtube.com/watch?v=KkqUbrsgx_s

Office etiquette
by Mr Porter



- Did you come up with any similar pieces of advice?
- Did any of them surprise you?
- Would you change one of them? How?
- Is there one you strongly disagree with? Why?
- What do you think about the picture on the left? Does it look as a good place to work in?

Lesson 1: Organizing it!



Look at the following schedules. Usually you use a calendar to have all the tests and school meetings in order. When working, it is as important to keep track of everything concerning the workplace. Using the sample schedules guide your work and make your own with this month's /todays' activities.



(Adapted from http://lh5.ggpht.com/_YPOMHwnAj0/SvY_NeLNvxl/AAAAAAAAAFRY/L_dHe3MSHbM/s800/Pepper.jpg)

Linda Jo Martin Writing and Web Services

Work Schedule

07:00:00 AM	Walk
08:00:00 AM	Water and weed garden
09:00:00 AM	Eat then do morning pages
10:00:00 AM	Blogging
Noon	Lunch break and gardening
01:00:00 PM	Novel revisions / critiques
02:00:00 PM	Squidoo & administrative work
04:00:00 PM	Offline activities: gardening, movie, dinner, etc.
08:00:00 PM	Squidoo or blogging (whatever needs to get done)

(Taken from <http://lindajomartin.com/wp-content/uploads/2009/06/linda-jo-martin-work-schedule.jpg>)



Compare your schedules with your classmate. Then compare your opinions about the activity you made. Guide your thoughts with the following questions:

- *Do you think it's useful to have your own schedule?*
- *What do you normally do to organize the upcoming events?*
- *What kind of obligations do you have already? Are you able to do all of them?*
- *Have you ever forgotten about a meeting when it was too late?*
- *If you had to organize someone else's schedule as part of your job, what are the consequences of forgetting a meeting?*



As a class make a calendar together. Bring the material needed and include in it birthdays, upcoming tests, school events, PTA meetings, and extra activities. Then put it in a visible place in the classroom.



Ask your parents about their daily schedule. Do it for a week and help them to meet all their events and appointments. Don't be pushy, be a friendly reminder.

- **Did they look less tired?**
- **Did they thank you after you reminded them of an upcoming event?**
- **Did they shoulder all their responsibilities as they should?**
- **Did you have any problems? What were they?**
- **What were the things that called your attention in performing this task?**

Lesson 2: Writing with Grace



Read the following business letter format. Look at its parts and ask your teacher if you have any questions about it. Highlight the parts that you think are hard to understand or that you find difficult to write.

Wicked Wax Co. Ltd 22 Charlton Way London, SE10 8QY	« SENDER'S ADDRESS « may be printed company logo and address	
5th December, 2006	« DATE	
Ms. Maggie Jones Angel Cosmetics Inc. 110 East 25th Street New York, NY, 10021 USA	« RECIPIENT'S ADDRESS	
Your ref: 123 Our ref: abc	« RECIPIENT'S REFERENCE (IF ANY) « SENDER'S REFERENCE (IF ANY)	→ If the letter is referring to an existing matter then a reference number should be included. A reference number will help you relate the letter to a specific matter and will help you file the letter appropriately. This reference number helps the recipient relate the letter to the appropriate matter.
Dear Ms. Jones,	« SALUTATION	
<u>Forthcoming Exhibition</u>	« SUBJECT	
First paragraph...		
Second paragraph...	« BODY OF LETTER	
Third paragraph...		
Sincerely,	« CLOSING	
<i>Morris Howard</i>	« SIGNATURE (HAND-WRITTEN)	
Morris Howard, President	« NAME, TITLE (TYPED)	
cc: Brian Waldorf	« COPY TO	
Enc: catalogue	« ENCLOSURE	→ Extra document or image included with a letter.

(Adapted from https://www.dlsweb.rmit.edu.au/toolbox/legal/OFFICE/T01/T01_A/T1_LCBK.html#sender)



In pairs discuss: Why do you think business letters are still important? Have you ever written one for your Spanish class or some similar letter? On what occasions would you write a letter like that?



Choose one of the following situations and write a formal letter as a reply. Prepare your letter by first putting in order your ideas. Remember to organize your text logically. After it is done hand it in.



Arrange a meeting with a superstar	Ask the president for help	Reply to a letter written by a ninja (he wants your help understanding Chileans).
Notify your boss that you have super powers	Ask Bratt Pitt to help you with your acting assignment	Give your favorite star a reason to meet you
Let someone know they have won the lottery	Accept a job as a robot tester	Accept a Job as a super model

First paragraph ideas:

Second paragraph ideas:

Third paragraph ideas:

Lesson 3: Let's learn about *Netiquette*



Read the following rules and highlight the parts that you agree with.

The Core Rules of netiquette

☞ Remember the Human

Do unto others as you'd have others do unto you. When you write an electronic message, think before you hit that send button: *Would you say it to the person's face?*

☞ Be Ethical

People sometimes forget that there's a human being on the other side of the computer. Some people think that a lower standard of ethics or personal behaviour is acceptable in cyberspace. *It is Not!*

☞ Know Where you are in Cyberspace

Netiquette varies from domain to domain. When you enter a domain of cyberspace that's new to you, take a look around. Spend a while 'listening' to the chat. Get a sense of how the people who are already there act. Then go ahead and participate.

☞ Respect other people's Time and Bandwidth

When you send email or post to a discussion group, you're taking up other people's time (or hoping to). It's your responsibility to ensure that the time they spend reading your posting isn't wasted.

We sometimes find ourselves copying people almost out of habit. In general, this is rude. Before you copy people on your messages, ask yourself whether they really need to know. If the answer is no, don't waste their time. If the answer is maybe, think twice before you hit the send key.

☞ Make Yourself look good Online

You will be judged by the quality of your writing. Spelling and grammar do count. Be pleasant and polite. Don't use offensive language, and don't be confrontational for the sake of it.

☞ Share Expert Knowledge

The Internet was founded and grew because scientists wanted to share information. Gradually, the rest of us got in on the act. *Don't be afraid to share what you know!*

☞ Help keep Flame wars Under Control

"Flaming" is what people do when they express a strongly held opinion without holding back any emotion. Netiquette *does* forbid the perpetuation of flame wars; a series of angry letters, most of them from two or three people directed toward each other, that can dominate the tone and destroy the camaraderie of a discussion group.

☞ Respect Other Peoples Privacy

Of course, you'd never dream of going through your colleagues' desk drawers. So naturally you wouldn't read their email either. Failing to respect other people's privacy is not just bad Netiquette. It could also cost you your job or get you into trouble.

☞ Don't Abuse Your Power

Knowing more than others, or having more power than they do, does not give you the right to take advantage of them! For example, systems administrators should never read the private email of others.

☞ Be Forgiving of other People's Mistakes

Everyone was a network newbie once. When someone makes a mistake, whether it's a spelling error or a spelling flame, a stupid question or an unnecessarily long answer, be kind about it. If it's a minor error, you may not need to say anything. If you do decide to inform someone of a mistake, point it out politely and preferably by private email rather than in public.

(Adapted from http://www.teach-ict.com/contributors/Ritchie_King/The%20Core%20Rules%20of%20netiquette.pdf)



In pairs discuss the usage of these rules. Have you ever thought about these previous rules? Do you know other rules that might be important to take into account? What do you think about the people who use captions to write all their messages on the internet? Do captions annoy you? What other online typing or actions bother you? Write your thoughts bellow and share them in groups of four.



Watch the following video and answer the questions below.

<https://www.youtube.com/watch?v=qXlgOX95Q0U>

E-mails by Domics



- Can you identify some of the rules mentioned? Name them.
- Are there other rules that haven't been said? Which ones?
- Would you add some extra information to this video?
- Are there any differences between writing an email and texting? What are they?
- When you write an email, do you think about your language and the person who is going to read it? What do you think about them?
- Do you usually watch your language when it comes to social media? How?
- Do you think there are differences between the Spanish and English Netiquette?



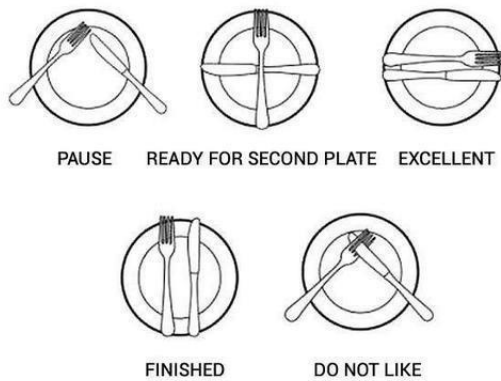
Search the internet about the comments or attitudes that bother the cyber users. Make a list of them and try to figure out your own core of Netiquette rules. Write them down and organize them according to their usage. For example: Netiquette for E-mails, Netiquette for facebook, Netiquette for formal online plataforms.



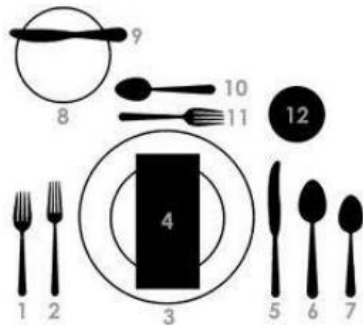
Lesson 4: Tell me how you eat and I will tell you who you are



Look at the following pictures and make a two-column-chart for the protocol rules you know about eating in public and the ones you don't know.



(Taken from <https://twitter.com/HiddenTips/status/532358944614666241>)



- | | |
|-----------------|--------------------|
| 1. Salad fork | 7. Soup spoon |
| 2. Dinner fork | 8. Bread plate |
| 3. Entrée plate | 9. Butter knife |
| 4. Napkin | 10. Dessert spoon |
| 5. Dinner knife | 11. Dessert fork |
| 6. Teaspoon | 12. Beverage glass |

(Adapted from <http://www.cba.pitt.edu/sites/default/files/etiquette.pdf>)



The knife is held in your **RIGHT** hand. Your index finger should be on the handle and should overlap the blade no more than 1 inch. Hold fork, tines **DOWN** & in your **LEFT** hand. Cut 1 piece at a time!



Hold your fork like a pencil. Steady it between your middle and index fingers. (Turn your thumb up, not down, like you would a pencil.)

After you cut the meat, lay your knife on your plate. The curling edge should always face the center of the plate. Switch the fork to your **RIGHT** hand before you raise it to your mouth.

(Adapted from *Business Etiquette for Dummies* by Sue Fox)



One of the most common social activities is eating. But when it comes to eating in public we must be careful with what we are showing to the rest. Discuss with a classmate the importance of knowing the proper ways of behaving in business dinners. What do you think the conversation is going to be about? What kind of food do you think you should order?



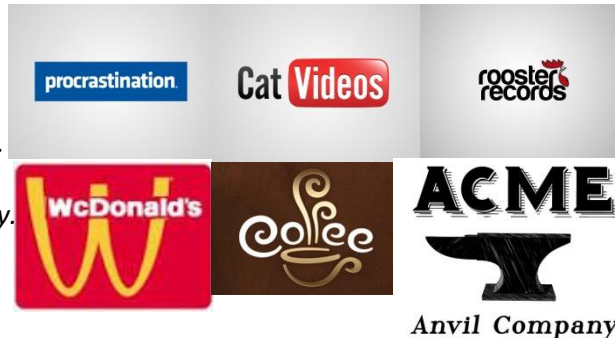
Think about other situations in which you have to be careful with the way you eat (for example dates). Share your experiences by writing down pieces of advice to a partner who is going to have her/his first business breakfast/lunch/dinner.

I recommend you when you go out eating with your boss to wear a nice suit and be 10-15 minutes earlier than the appointed time.....



Mock up business lunch: In groups of four bring the needed tableware to have a formal lunch. Create an imaginary situation and assign a role to each of the participants. Each group will have to perform their business lunch in front of the class. If needed make a script of the conversation, and ask the teacher to check it. Also search the internet for extra ideas of the conversation topics that might come up during the lunch. As always be careful with the language used and your appearance. Here you have some ideas of what kind of company could be working for:

- *A music label.*
- *A food branch.*
- *A magazine.*
- *A video game company.*
- *An airline.*
- *A smart phone company.*



Appendixes

Appendix 1

Instrumento hecho por Laura Gutiérrez
Alumna Pedagogía en Inglés P.U.C.V.

Survey

Age:

Grade:

F

M

This survey is part of a graduation project about manners. Please be honest with your answers. Mark the alternative with an X.

1. Have you thought about the ways English will be used in your future working life?
 - A) Yes, I have.
 - B) Maybe
 - C) No, I have not.

2. Do you think English is going to be useful when you start working?
 - A) Yes
 - B) Probably
 - C) Maybe
 - D) No

3. What skills do you think are going to be useful in the future?
 - A) Inter Cultural
 - B) Writing
 - C) Technological
 - D) All of them
 - E) Other skills: _____

4. In your future working life, Have you thought about interacting with people from different countries?
 - A) Yes, I have.
 - B) Sometimes
 - C) No, I haven't.
 - D) This is the first time I think about it.

5. Do you think it is necessary to learn about etiquette when talking with foreigners?
 - A) Yes
 - B) No
 - C) I don't know.Why? _____

6. What benefits do you think you can have if you learn about social conventions at work?
 - A) Better pay
 - B) More work
 - C) Travel to other countries
 - D) Confidence
 - E) All mentioned
 - F) Other Benefits : _____

7. Do you know any cyberspace rules?
 - A) Yes
 - B) No
 - C) I don't know.

8. Do you use texting short hand (cyber words, for example: LOL)?
 - A) Yes.
 - B) No.
 - C) Sometimes.

9. Do you know what those acronyms stand for?
 - A) Yes.
 - B) No.
 - C) Maybe.

10. Do you usually write in your English class?
 - A) Yes.
 - B) No.
 - C) Sometimes.

11. What do you do during the English lesson?
 - A) Study for other subjects.
 - B) Chat with my friends or check my cellphone (Facebook, Twitter, WhatsApp)
 - C) Pay attention to the teacher.
 - D) Other activities:_____

12. Do you speak in English during the class?
 - A) Yes.
 - B) No.
 - C) No, but I do outside the class.
 - D) Sometimes.

13. Can you understand conversations in English?
 - A) Yes.
 - B) No.
 - C) Most of the times.
 - D) Sometimes.

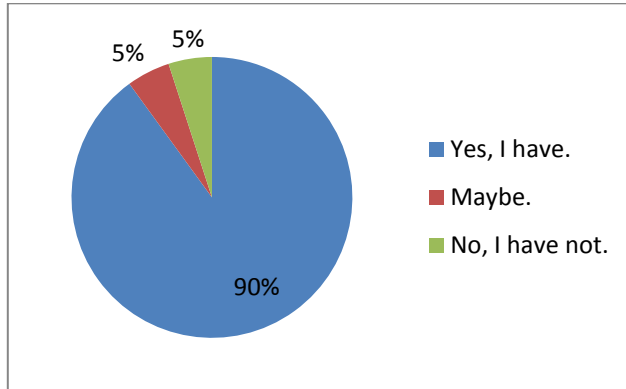
14. Do you read books or magazines in English?
 - A) Yes.
 - B) No.
 - C) Sometimes.

15. Do you text/WhatsApp/Facebook in English?
 - A) Yes.
 - B) No.
 - C) Sometimes.

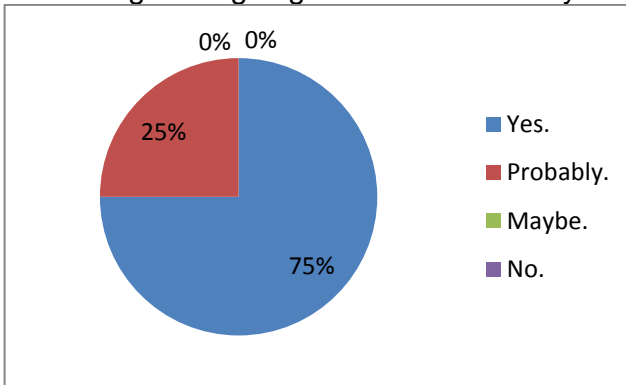
Appendix 2

Results

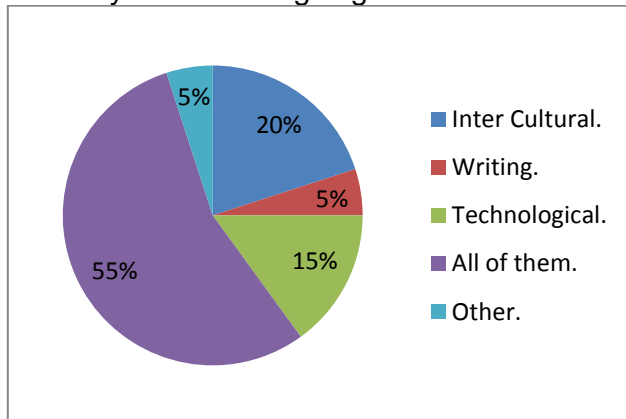
1. Have you thought about the ways English will be used in your future working life?



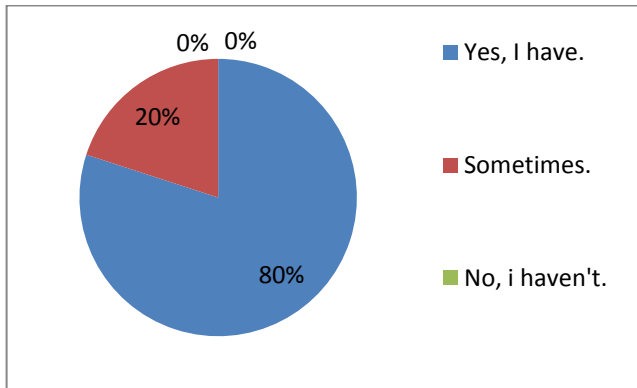
2. Do you think English is going to be useful when you start working?



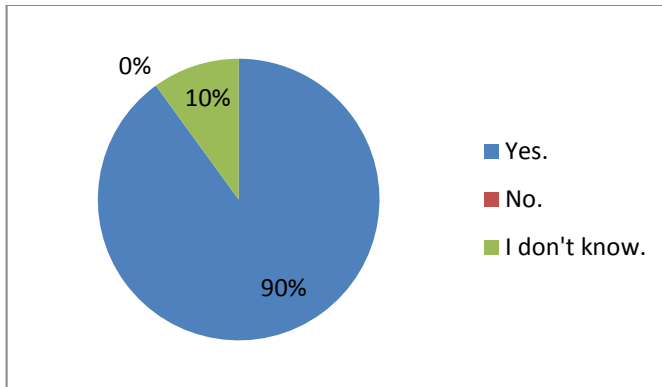
3. What skills do you think are going to be useful in the future?



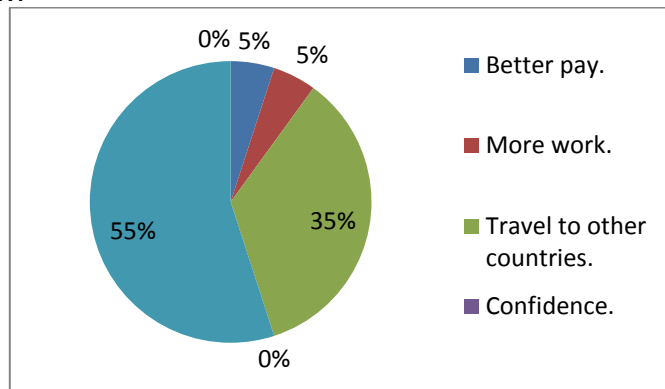
4. In your future working life, Have you thought about interacting with people from different countries?



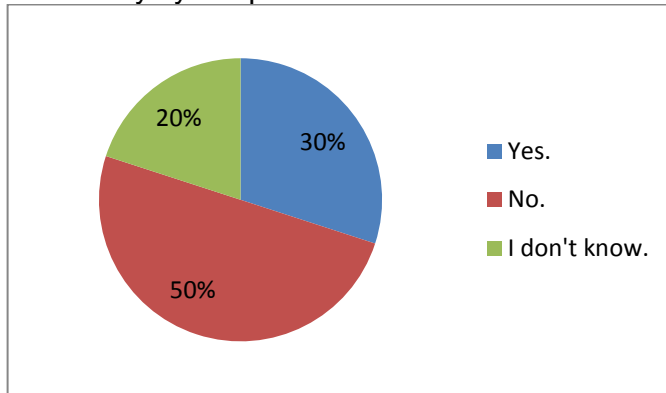
5. Do you think it is necessary to learn about etiquette when talking with foreigners?



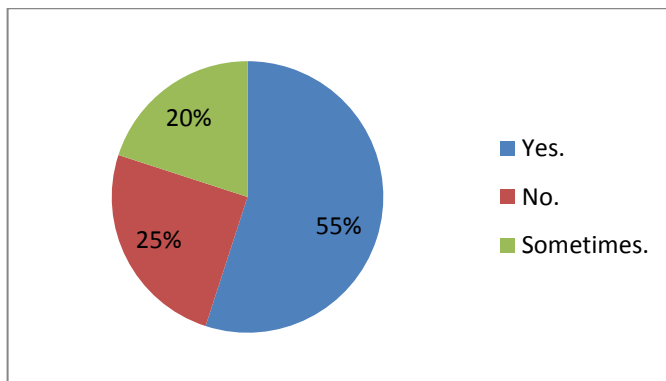
6. What benefits do you think you can have if you learn about social conventions at work?



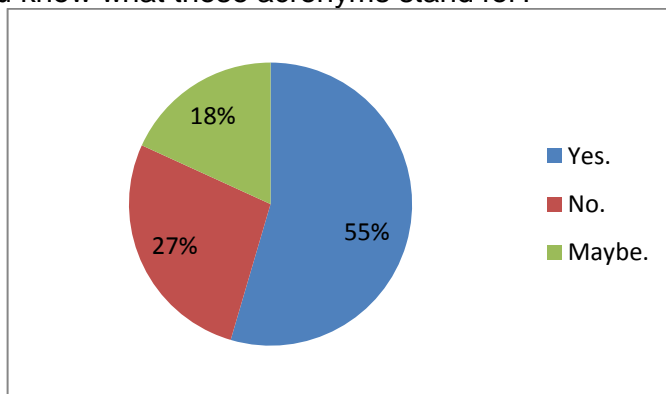
7. Do you know any cyberspace rules?



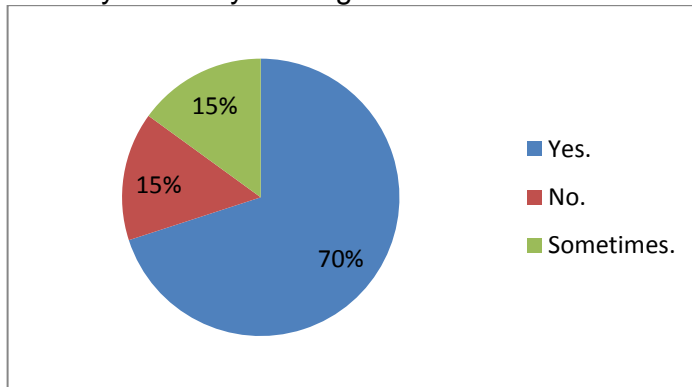
8. Do you use texting short hand (cyber words, for example: LOL)?



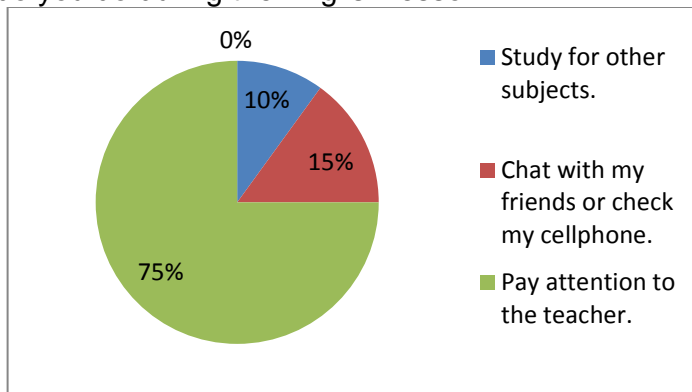
9. Do you know what those acronyms stand for?



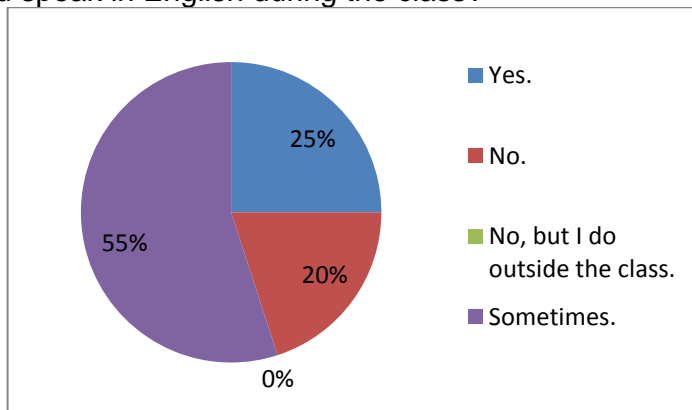
10. Do you usually write in your English class?



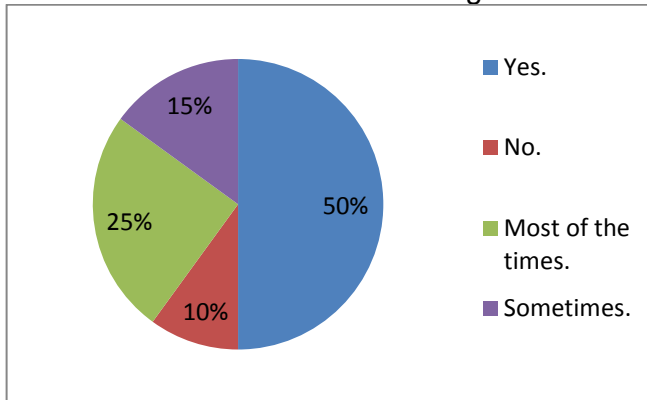
11. What do you do during the English lesson?



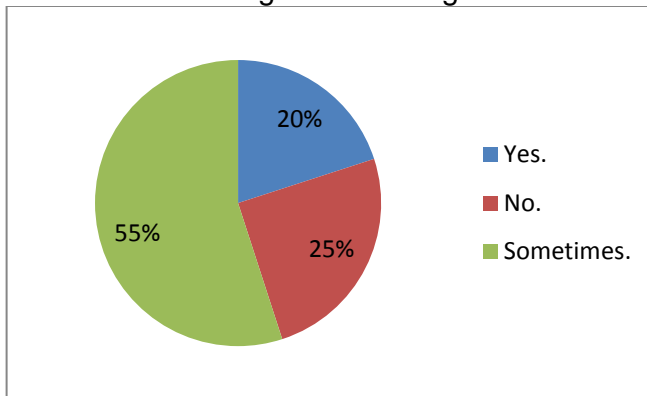
12. Do you speak in English during the class?



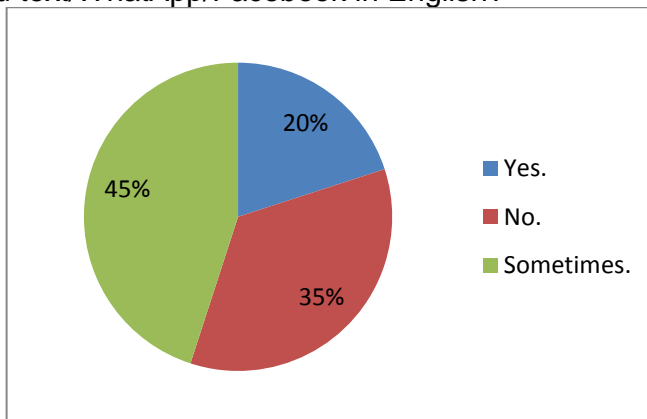
13. Can you understand conversations in English?



14. Do you read books or magazines in English?



15. Do you text/WhatsApp/Facebook in English?



Appendix 3

Speaking Rubric

	Criteria				Points
	4	3	2	1	
Body Language	Movements seemed fluid and helped the audience visualize.	Made movements or gestures that enhanced articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	—
Eye Contact	Holds attention of entire audience with the use of direct eye contact.	Consistent use of direct eye contact with audience.	Displayed minimal eye contact with audience.	No eye contact with audience.	—
Introduction and Closure	Student delivers open and closing remarks that capture the attention of the audience and set the mood.	Student displays clear introductory or closing remarks.	Student clearly uses either an introductory or closing remark, but not both.	Student does not display clear introductory or closing remarks.	—
Pacing	Good use of drama and student meets apportioned time interval.	Delivery is patterned, but does not meet apportioned time interval.	Delivery is in bursts and does not meet apportioned time interval.	Delivery is either too quick or too slow to meet apportioned time interval.	—
Poise	Student displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.	—
Voice	Use of fluid speech and inflection maintains the interest of the audience.	Satisfactory use of inflection, but does not consistently use fluid speech.	Displays some level of inflection throughout delivery.	Consistently uses a monotone voice.	—
				Total---->	—

(Taken from <http://www.teach-nology.com/cgi-bin/oralex.cgi>)

Writing rubric

	Criteria				Points
	1	2	3	4	
Organization	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	—
Format	Does not follow accepted formatting guidelines and is significantly over or under requested length.	Does not follow standard formatting guidelines and is over or under requested length.	Follows most accepted formatting guidelines and is the requested length.	Follows accepted standard formatting guidelines and is the requested length.	—
Word choice	Consistently uses language at a level two grades lower.	Consistently uses language at a level one grade lower.	Some use of grade appropriate language.	Uses grade appropriate language throughout.	—
Neatness	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	—
Conventions	Writing does not use proper grammar or punctuation and contains numerous errors.	Many sentences are characterized by grammatical errors or incorrect uses of punctuation.	Writing contains one or two consistent grammatical errors or incorrect uses of punctuation.	Writing evidences understanding of proper grammar and use of punctuation throughout.	—
				Total---->	—

(Adapted from <http://www.teach-nology.com/gold/writerubric3.gif>)