1. **CONSTRUCT**
   a) Personality
   b) Discourse
   c) English as a Lingua Franca
   d) Common European Framework of Reference for Languages

2. **CRITERIA**

3. **FORMAT & SAMPLE ITEMS**
The SIETAR-List: 53 Tests of Intercultural Competence

- Behavioral Assessment Scale for Intercultural Communication (BASIC)
- Counseling Inventory: A self-report measure of multicultural competence
- Cross-Cultural Adaptability Inventory (CCAI)
- The Cross-Cultural Assessor
- Cross-Cultural Counseling Inventory
- Cross-Cultural Sensitivity Scale (CCSS)
- Cultural Competence Self-Assessment Questionnaire (CCSAQ)
- The Cultural Orientations Indicator® (COI®)
- The Culture in the Workplace Questionnaire™ (GTPQ)
- Educoas, Editorial February 2002
- Expatriate Profile (EP)
- Foreign Assignment Success Test (FAST)
- Fuld&Company, Inc. - Competitive Intelligence
- GAP Test: Global Awareness Profile
- Global Interface
- The Global Team Process Questionnaire™ (GTPQ)
- Grove and Associates
- Hogan Assessment System
- Insights Discovery System
- The Intercultural Competence Assessment (INCA)
- Intercultural Competency Scale
- The Intercultural CONFLICT Style Inventory
- Intercultural Development Inventory (IDI)
- Intercultural Orientation Resources (IOR)
- Intercultural Readiness Check
- Intercultural Sensitivity Inventory (ICSII)
- Intercultural Sensitivity Inventory (ICSI)
- Intercultural Sensitivity Survey
- International Assignment Profile
- International Congruency Scale
- Multicultural Counseling Awareness Scale (MCAS)
- Multicultural Counseling Inventory (MCI)
- Nipporica Associates
- Personal Orientation Inventory (POI)
- PCAT: Peterson Cultural Awareness Test
- PCSI: Peterson Cultural Style Indicator
- Prospector
- Prudential Intercultural
- SAGE
- School for International Training (SIT)
- Selection Research Int (SRI)
- Team Management Systems
- TCO International
- Teaching Tolerance
- Text of Intercultural Sensitivity (TICS)
- Tucker International: International Candidate Evaluation (ICE)
- Overseas Assignment Inventory (OAI)
- International/Mobility Assessment (IMA)
- Evaluation of Expatriate Development (EED)
- Supervisory Evaluation of Expatriate Development (SEED)
- Windham International
- Window on the World

SIETAR - The Society for Intercultural Education, Training and Research
http://www.sietar-europa.org/SIETARproject/Assessments&Instruments.html?topic=26
21.01.2012
The SIETAR-List: 53 Tests of Intercultural Competence

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- Cross-Cultural Counseling Inventory
- Cross-Cultural Sensitivity Scale (CCSS)
- Cultural Competence Self-Assessment (CCSAQ)
- The Cross-Cultural Sensitivity Inventory (CASI)
- Intercultural Orientation Resources (IOR)
- Intercultural Readiness Check Intercultural Sensitivity Inventory (ICSI)
- Intercultural Competence Scale
- International Conflict Inventory (ICI)
- International Development Inventory (IDI)
- Intercultural Competency Scale
- The Intercultural Competence Assessment (INCA)
- Insights Discovery System
- Hogan Assessment System
- Grove and Associates
- The Global Team Process Questionnaire
- Global Interface
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- Foreign Assignment Success Test (FAST)
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- Educoas, Editorial February 2002
- The Culture in the Workplace Questionnaire
- Cultural Competence Self-Assessment Questionnaire (CCSAQ)
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- Cross-Cultural Counseling Inventory
- Cross-Cultural Adaptability Inventory
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- Intercultural Sensitivity Scale
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- Windham International
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- Teaching Tolerance
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- PCAT: Peterson Cultural Awareness Test
- Personal Orientation Inventory (POI)
- Multicultural Counseling Inventory (MCI)
- Multicultural Counseling Awareness Scale (MCAS)
- Meridian Resources Associates
- Living and Working Overseas Predeparture Questionnaire
- ITIM: Culture and Management Consultants
- International Assignment Profile
- Intercultural Sensitivity Survey
- Windham International
- Window on the World
- International Mobility Assessment (IMA)
- Evaluation of Expatriate Development (EED)
- Supervisory Evaluation of Expatriate Development (SEED)
- Windham International
- Window on the World

IDC was designed by Dr. Milton Bennett and Dr. Mitchell Hammer. Based on Dr. Bennett’s Developmental Model of Intercultural Sensitivity, “IDI is a scientifically valid and reliable psychometric instrument.”

- In use globally since 1998.
- 50 items or statements, answered as to the extent to which a person agrees or disagrees with the statement.
- Available in many different languages.
- Available in paper and online form.

http://www.mdbgroup.com/idi_background.htm
TIS Test of Intercultural Sensitivity (ICUnet.AG, Passau)

Self-evaluation based on 67 questions
e.g. “Unfamiliar situations make me feel uncomfortable.”

Theoretical Background
The TIS serves as a tool for the self-evaluation of an employee’s intercultural competence. The test is based on current psychological and cultural studies research findings and records seven computer-based, relevant intercultural personality traits, for example, being open to new ideas and self-reflection. Such traits are regarded as essential for successful integration into a foreign culture and are directly linked to success and job satisfaction when working with employees from other cultures.

http://www.icunet.ag/dienstleistungen/potenzialanalyse/tis.html
Self-evaluation based on 50 statements

e.g.
“I believe that verbal and non-verbal behaviour vary across cultures and that all forms of such behaviour are worthy of respect.”

Answers range from “fully agree” to “fully disagree” on a multiple-point scale.
Construct of Personality profiling

- TEST
  - Responding to questions which relate to the criteria.
  - Observable

- (Criteria)
  - A definition of the essential characteristics of the criteria is crucial for the establishment of the test format.
  - Performance objective or series of real performances outside the test.
  - Not observable

- Criteria
  - Features of personality and dispositions
  - Not observable

Theoretical concept of personality (in intercultural encounters)

Criteria of intercultural competence?

- Denial, Defense, Minimization, Acceptance, Adaptation, Integration
- Tolerance of Ambiguity, Ambiguitätstoleranz
- Openness
- Behavioural Flexibility, (problemoreoriente) Flexibilität
- Stress-Resistance
- Emotional Intelligence, Intelligence, Reflexionsfähigkeit
- Emotional Resilience, Emotionale Stabilität
- Inner-referenced vs. outer-referenced
- Flexibility and Openness
- Perceptual Acuity
- Personal Autonomy
- Focus on Goals
- Inner Purpose
- Reflected Awareness
- ...
“The construction of a psychometric test begins with the compilation of a list of empirically verifiable phenomena which exhibit, more or less concealed, the property concerned and its characteristics. Theoretical assumptions, personal bias and convictions play an important role in this. To avoid succumbing to subjective factors such as these, the decision on which phenomena should be recognised as indicating a certain property should be based on the consensus of those dealing with the property methodically and scientifically. Academic psychology has a long way to go to reach this consensus. The confused muddle of contents typical for academic psychology and observable even with basic properties like intelligence, attraction, competence etc. will necessarily follow.”


1. Entwicklungstests
2. Intelligenztests
3. Kreativitätstests
4. Leistungs-, Fähigkeits- und Eignungs tests
5. Fremdsprachentests
6. Einstellungstests
7. Interessentests
8. Persönlichkeitstests
9. Projek tive Verfahren
10. Klinische Verfahren
11. Verhaltens skalen
12. Sonstige Verfahren
“There is considerable evidence to suggest that when predictive validation studies are conducted with actual job applicants where independent criterion measures are collected, observed (uncorrected) validity is very low and often close to zero. This is a consistent and uncontroversial conclusion.”


“Personality is like love: everyone agrees it exists, but disagrees on what it is.”


Six positions concerning
PERSONALITY
which most scholars agree on:

1. Identity is not fixed.

2. Identity is constructed and may vary.

3. Contexts are moderated by social variables and are expressed through language.

4. Identity is salient in every communicative context.

5. Identity informs social relationships and communicative exchanges.

6. More than one identity may be articulated equating an interactive system of identities management.


Six positions concerning PERSONALITY which most scholars agree on:

Assessment of intercultural sensitivity:
e.g. IDI – Intercultural Development Inventory
(Hammer / Bennett)
Assessment as a process of asking a person’s attitudes and opinions in order to reach conclusions about what his / her personal (psychological) dispositions are.

Assessment of intercultural communicative performance
e.g. in English:
e.g. Language Competence Tests like IELTS etc.
Assessment as a process of observing a person’s performance in order to reach conclusions about what he / she knows or can do.
What is the relationship?

Meet Mr. Kim

Prestigious company
Member of professional association for mechanical engineers
Worked on a joint-venture team in Frankfurt/M. May 2012- June 2014

His parents grew up during Japanese occupation.
Korean male community practice, i.e. social relaxation mostly with other men
His children grow up in an affluent environment.

Age: late forties
Lives in Seoul, married, 2 young children

“Perhaps the most significant aspect of this evolution has been our development over the past decade of the theoretical framework of mediated discourse analysis, an approach to discourse which focuses less on broad constructs like ‘culture’ and more on the everyday concrete actions through which culture is produced.”


“Communities of Practice

“An aggregate of people who come together around mutual engagement in an endeavor. Ways of doing things, ways of talking, beliefs, values, power relations - in short - practices, emerge in the course of this mutual endeavor.”

English: Language No. 1 of Intercultural communication

Vienna-Oxford International Corpus of English
http://www.univie.ac.at/voice/

ELFA
English as a Lingua Franca in Academic Settings

Each: approximately 1 million items

International Corpus of English
http://ice-corpora.net/ice/
Influence of L1 on pragmatics

**request schemata in writing:**

<table>
<thead>
<tr>
<th>Anglo-American style</th>
<th>Common in China, Indonesia, Japan …</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salutation Request</td>
<td>Salutation Face-work / Securing of Good Will</td>
</tr>
<tr>
<td>Sign off</td>
<td>Reasons for request Request</td>
</tr>
</tbody>
</table>

In ELF research we have already seen a radical rethinking of the norm against which ELF speakers’ pragmatic knowledge and behaviour is matched. **This norm is not the monolingual native speaker but rather the expert multilingual user.** There is empirical support for this stance from studies of the pragmatic behaviour of bilinguals.

Common European Framework of Reference for Languages (CEFR)
Council of Europe 2001

Domains, scenarios, situations, communicative tasks and objectives, forms of oral and written interaction, interactive strategies, language processes, socio-linguistic skills, intercultural skills...

You can download the complete document here: www.coe.int/t/dg4/linguistic/source/framework_en.pdf

Examples of individual scales
### ICC — Relevant Descriptors for Oral Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>ICE Level 1 (CEFR A2)</th>
<th>ICE Level 2 (CEFR B2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing and maintaining contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of communicative openings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sociolinguistic Appropriateness</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2: Appreciates fully the sociolinguistic and sociocultural implications of language used by native speakers and can react accordingly. ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1: Can recognize a wide range of idiomatic expressions and colloquialisms, appreciating register shifts ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutral attitude</td>
<td>Can perform and respond to a wide range of language functions, using appropriate language. Exchanges.</td>
<td></td>
</tr>
<tr>
<td>Knowledge of language aspects of ICE theory</td>
<td>Must have a general awareness of potential, culture-bound differences in behavioral and communicative differences.</td>
<td></td>
</tr>
<tr>
<td><strong>Polite language</strong></td>
<td>Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.</td>
<td></td>
</tr>
<tr>
<td><strong>Sociolinguistic appropriateness</strong></td>
<td>Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.</td>
<td></td>
</tr>
</tbody>
</table>

**Sociolinguistic appropriateness**

**B2:** Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker...
2. CRITERIA

TRAINING & TEST of INTERCULTURAL COMPETENCE in ENGLISH

ICE TEST MANUAL EXCERPT

1. The ICE certificate in intercultural competence is aimed at a wide range of users from different backgrounds who need to communicate effectively in a multicultural context. The ICE certificate is an internationally recognized credential that demonstrates competence in intercultural communication and cultural awareness.

2. The ICE certificate is based on a comprehensive assessment of intercultural competence, which includes both theoretical knowledge and practical skills. The assessment is designed to evaluate the ability to understand and respond to cultural differences in a variety of situations.

3. The ICE certificate is achieved through a combination of formal training and assessment. The training involves a series of topics related to intercultural competence, including cultural awareness, communication strategies, and conflict resolution.

4. The ICE certificate is issued by the International Centre for Intercultural Competence, which is an organization dedicated to promoting intercultural awareness and competence globally.

5. The ICE certificate is seen as an important tool for promoting intercultural understanding and breaking down barriers in an increasingly interconnected world.

ICE: INTERCULTURAL COMPETENCE EXCELLENT

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ICE: INTERCULTURAL COMPETENCE EXCELLENT
Criteria for intercultural communicative competence

1. **Knowledge** about institutions, processes of socialisation and other specifics in one’s own and in one or more target countries.

2. **Knowledge** of the causes and processes of misunderstanding between members of different cultures.

3. **Ability to engage with differences** in a relationship of equality (incl. ability to question the values and presuppositions in cultural practices and products in one’s own environment).

4. **Ability to engage with politeness conventions and communication and interaction conventions** (verbal and non-verbal).

5. **Ability to use essential conventions of oral communication and to recognise changes in register.**

6. **Ability to use essential conventions of written communication and to recognise changes in register.**

7. **Ability to elicit the concepts and values of documents or events** (i.e. meta-communication).

8. **Ability to mediate between conflicting interpretations of phenomena.**

---

FOCUS ON DIFFICULT TASKS

2 BASIC ASSUMPTIONS OF TRAINING

- positive relationship sought!
- 1st, 2nd, 3rd encounters are crucial!

3. TEST FORMAT & SAMPLE ITEMS
**Test of Intercultural Competence in English—ICE**

**WRITTEN PARTS** (Levels 1 & 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Part</th>
<th>Item-Type</th>
<th>No of Items</th>
<th>Rating criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>1</td>
<td>Critical Incidents</td>
<td>10</td>
<td>cf. ICE Handbook <a href="http://www.elc-consult.com">www.elc-consult.com</a></td>
</tr>
<tr>
<td>10 min</td>
<td>2</td>
<td>Listening Comprehension</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>3</td>
<td>Structured Responses</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>4</td>
<td>Proof Reading</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>5</td>
<td>Country Specifics</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>6</td>
<td>Writing</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

**ORAL PARTS** (Levels 1 & 2)

<table>
<thead>
<tr>
<th>Time</th>
<th>Part</th>
<th>Task-type</th>
<th>What is tested?</th>
<th>Rating criteria</th>
</tr>
</thead>
</table>
| 5 Min. | 1    | Dialogue on personal background and international/intercultural experience | Ability to discuss personal experience in intercultural encounters neutrally and adequately and to maintain interaction | • Communication  
  • Intercultural competence  
  • Language |
| 5 Min. | 2    | Discussion of input (text, picture, diagram etc.) | Ability to discuss aspects affecting culture-bound behaviour and intercultural communication and to reflect on one's own culture and experience | • Communication  
  • Intercultural competence  
  • Language |
| 5 Min. | 3    | Discussion of critical incident or text | Ability to discuss critical incidents, to give realistic explanations and pragmatic suggestions |                 |

**Test of Intercultural Competence in English**

**Oral test:**

<table>
<thead>
<tr>
<th>Time</th>
<th>What is being tested?</th>
<th>How is it tested?</th>
<th>Rating criteria</th>
</tr>
</thead>
</table>
| 10 Min| Ability to discuss personal experience in intercultural encounters neutrally and adequately and to maintain interaction | Dialogue re. personal background and international/intercultural experience | • Communication  
  • Intercultural competence  
  • Language |
| 5 Min. | Ability to discuss aspects affecting culture-bound behaviour and intercultural communication and to reflect on one's own culture and experience | Discussion of input (text, picture, diagram etc.) |                 |
| 5 Min. | Ability to discuss critical incidents and to give realistic explanations and pragmatic suggestions. | Discussion of critical incident or text |                 |
TEST OF INTERCULTURAL COMPETENCE IN ENGLISH — ORAL TEST

PART 1
In intercultural communication it is important to initiate and maintain contact and build rapport.

Start a conversation with your partner. Talk about the following:
- Your experiences with other cultures, both in your own country and when travelling.
- What helps you succeed or what hinders you in intercultural communication.
- What was easy when communicating with people from different cultures.
- In what way these experiences may have influenced your feelings about other cultures.

PART 2
The picture on the right was taken from a French band’s advertisement.

What is it trying to say?
What do you think about it?

Discuss this with your partner.

PART 3
Yoko, a Japanese student, is in an English conversation class in London. Miss Jones, her teacher, always brings a cup of coffee to class and drinks it while she is teaching. Yoko was very suprised to see Miss Jones drinking coffee in class. Yoko didn’t understand why Miss Jones did this and decided that Miss Jones was impolite and not serious enough.

- Can you explain this incident?
- How can intercultural knowledge and competence help to deal with incidents like this?
- What should people do when things like this happen?
- How should things like this happen in your culture?

Discuss these questions and your answers with your partner.

Rating criteria oral performance:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Communication</td>
<td>Points</td>
</tr>
<tr>
<td>Contributing to interaction</td>
<td>6/4/2/0</td>
</tr>
<tr>
<td>Involving other interlocutors</td>
<td>6/4/2/0</td>
</tr>
<tr>
<td>Use of polite discourse</td>
<td>6/4/2/0</td>
</tr>
<tr>
<td>conventions</td>
<td></td>
</tr>
<tr>
<td>2. Intercultural competence</td>
<td>Points</td>
</tr>
<tr>
<td>Expression of non-judgemental</td>
<td>8/4/0</td>
</tr>
<tr>
<td>attitude*</td>
<td></td>
</tr>
<tr>
<td>Evidence of knowledge of</td>
<td>8/4/0</td>
</tr>
<tr>
<td>intercultural theory</td>
<td></td>
</tr>
<tr>
<td>3. Language</td>
<td>Points</td>
</tr>
<tr>
<td>Linguistic appropriateness</td>
<td>6/4/0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>

* 0 points = FAIL
Test of Intercultural Competence in English

Written parts:

<table>
<thead>
<tr>
<th>Time</th>
<th>Part</th>
<th>No of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Min</td>
<td>Critical Incidents</td>
<td>10</td>
</tr>
<tr>
<td>10 Min</td>
<td>Listening Comprehension</td>
<td>10</td>
</tr>
<tr>
<td>10 Min</td>
<td>Structured Responses</td>
<td>10</td>
</tr>
<tr>
<td>10 Min</td>
<td>Proof Reading</td>
<td>10</td>
</tr>
<tr>
<td>10 Min</td>
<td>Country Specifics</td>
<td>30</td>
</tr>
<tr>
<td>60 Min</td>
<td>Writing</td>
<td>1</td>
</tr>
</tbody>
</table>

LEVEL 1
Part 1. Critical Incidents

1. A foreign partner asks you how much you earn. You don’t want to answer the question so you say

a) “Enough to live on. What about you?”

b) “Enough for me and my family” and try and talk about another topic.

c) “It’s none of your business!” because he should know it’s a personal question.
LEVEL 2
Part 2 Listening Comprehension

In the following you will hear parts of interviews.

16. Ardak grew up in Kazakhstan and has worked internationally for many years. In this interview she talks about her experience as a project leader in Ethiopia. Listen to what she says and mark whether the following statement is true, false or not mentioned.

Ardak could not understand the people in Ethiopia.

LEVEL 1
Part 5 Country Specifics

You may choose any 30 questions. If you do not want to answer a question, click on the button NEXT. The number of questions, which you have answered correctly, is displayed at the bottom right.

Read the questions below. Mark one of the letters.

1. Belgium's official languages are
   a) Walloon and Flemish.
   b) French, Dutch and Luxembourgish.
   c) French, Flemish and German.

2. Belgium's population is approximately
   a) 35 million.
   b) 25 million.
   c) 10 million.

3. In business contexts conservative suits with shirts and ties
   a) are worn only on formal occasions.
   b) are a must.
   c) are less appreciated than casual clothes.
You receive the following email from a business associate you have met once or twice.

Dear ...
This is just to let you know that I will be in your area next week and wonder if I can take you out for lunch. It would be nice to see you again. Let me know.
With best wishes
Carol

Reply to the email.
You have no time next week so refuse the invitation.

Do not write more than 60 words.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The email is appropriate in all respects, i.e. it would not cause any offence, irritation, confusion or misunderstanding. and the language is appropriate for the level concerned (B1 or B2). and there are no or very few mistakes and none which affect understanding.</td>
<td>10</td>
</tr>
<tr>
<td>The email would not cause any offence, irritation or misunderstanding, but one main part of the message is missing or inappropriate. or the language is below the level concerned (B1 or B2). or there are several language mistakes, none of which affect understanding of the main message.</td>
<td>6</td>
</tr>
<tr>
<td>The email may cause offence, irritation, confusion or misunderstanding as parts are missing and/or inappropriate.</td>
<td>4</td>
</tr>
<tr>
<td>The message is expressed in such a way as to cause offence, irritation or confusion. or There are so many mistakes that not even the main message can be understood. or Nothing has been written.</td>
<td>0</td>
</tr>
</tbody>
</table>
You receive the following email from a good customer:

Dear ... 
We would like to invite you to our New Year party on January 6th at 8 p.m. with drinks and light refreshments and evening entertainment. Please let us know if you can come.

Reply to the email and say you cannot come to the party.

Do not write more than 40 words.

Dear Mr. X

I was very pleased by the invitation to your New Year party, and I'm very sorry to inform you that I won't be able to attend the party due to the fact that I've already confirmed on other party invitations.

Yours sincerely,

[Signature]

PART 5

Dear Carol

I'd like to see you but unfortunately I don't have any time next week.

Greets,

Ahmet
Dear Carol,

I’ve been delighted to hearing from you. I’d love to go out with you but I’m very busy next week, I’m afraid. We have a new boss and we have a lot of work that I am not able to have a lunch-break almost every day. Next time you’re in my area I’d be pleased if we go out for a drink or something else.

Bye

(name)