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**ПРОФЕССИОНАЛЬНЫЙ ИНОСТРАННЫЙ ЯЗЫК.**

**АНГЛИЙСКИЙ**

**III, IV курс**

Учебно-методическое пособие

Красноярск

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Предлагаемое учебно-методическое пособие для практических занятий является составной частью учебно-методического комплекса, состоящего из учебно-методического пособия для практических занятий; учебно-методического пособия для самостоятельной работы для студентов; организационно-методических указаний для преподавателя и контрольно-измерительных материалов. Данное учебно-методическое пособие предназначено для студентов 3, 4 курсов направления 38.05.01 ЭКОНОМИЧЕСКАЯ БЕЗОПАСНОСТЬ.

Учебно-методическое пособие разработано в соответствии с типовой программой по иностранным языкам для экономических специальностей.

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ПРЕДИСЛОВИЕ

Целью проведения практических занятий по профессиональному иностранному языку является приобретение компетенций, позволяющих применять иноязычные речевые знания и умения, а также знания устойчивых выражений по темам, включенным в программу, для успешной коммуникации в ситуациях общения и на рабочем месте.

Предлагаемое учебно-методическое пособие разработано в соответствии с типовой программой по иностранным языкам для неязыковых специальностей. Оно предназначено для студентов направления «Экономическая безопасность», продолжающих изучать английский язык в рамках университетской программы.

В основе данного издания лежит идея интегрированного изучения лексики и взаимосвязанного развития иноязычных коммуникативных навыков чтения, аудирования и письма. Это определило структуру и содержание пособия.

Учебно-методическое пособие по курсу «Профессиональный иностранный язык. Английский» состоит из двух модулей. Модульная организация позволяет структурировать как курс в целом, так и каждое занятие, унифицировать требования к развитию тех или иных навыков, стандартизировать языковой материал. Каждый модуль предусматривает комплексное обучение всем видам речевой деятельности. Темы курса согласованы с учебным планом направления «Экономическая безопасность».

Module 1 Business and Society (Бизнес и общество) нацелен на формирование и развитие умений устной коммуникации в ситуациях делового и профессионального общения. Лексика, изучаемая в данном модуле, включает устойчивые выражения и клише для общения на рабочем месте, а также выражениями, характерными для различных видов презентации – Power Point и презентации в виде постера, результатов научного исследования и самопрезентации. Одновременно формируются умения критического мышления – анализ, синтез, сравнение и оценка. Они позволяют научить студентов отбирать наиболее приемлемые в конкретной ситуации выражения и формировать умения устного общения с использованием изучаемой лексики.

Примеры успешных презентаций представлены для развития умений анализа и оценки с целью выработки собственных требований к презентации для последующего самостоятельного ее построения в соответствии с ситуацией, потребностями и особенностями целевой аудитории с обязательным применением устойчивых выражений для правильного ее структурирования. Большой акцент в подборе материала сделан на учебный и образовательный потенциал содержания, который позволяет, как опираться на фоновые знания студентов о сути управленческой профессии и научной деятельности, так и развивать речевые компетенции, отвечая на вопросы или задавая их по окончании презентации.

Ситуации общения отобраны в соответствии с реалиями современного менеджмента и позволяют расширить знание и совершенствовать умения, которые влияют на успешность и конкурентоспособность экономиста и менеджера в современных условиях глобальной экономики.

Module 2. Working internationally (Работа в глобальном мире).

В ходе изучения данного модуля особое внимание уделяется развитию учебных стратегий в построении словаря и чтении и умениям письменного общения. Студенты знакомятся и применяют на практике стратегии, позволяющие быстро и эффективно использовать учебные умения чтения с различной степенью понимания содержания, а также критического чтения. Тематически материал связан с рассмотрением качеств современного экономиста и управленца. Все эти умения очень ценны для менеджера и экономиста. Это позволяет расширить знание студентами факторов, которые влияют на успешность и конкурентоспособность экономиста и менеджера в современных условиях на глобальном уровне.

Студенты знакомятся и применяют на практике стратегии, позволяющие быстро и эффективно использовать учебные умения письма в приложении к документам повседневной работы и межкультурного общения ученых разных стран. Жанры письменных текстов, с которыми знакомятся студенты, включают как различные виды писем, так и общение по электронной почте. Межкультурная составляющая позволяет формировать умения критического мышления на основе сравнения разных форм и акцентов резюме, писем поддержки и автобиографии – документов, необходимых в научном общении.

В методическом плане пособие описывает структуру и содержание практических занятий, а также предлагает методы работы с разными ее видами.

Методика организации практической деятельности по иностранному языку для научных целей основана на интегрированном подходе, который позволяет объединить разнообразие методов и средств под парадигмой личностно-ориентированного обучения.

Процесс обучения профессиональному иностранному языку для научных целей рассматривается как управление самообучением индивида в условиях приобщения российского образования к Болонскому соглашению с тем, чтобы студенты имели возможность участвовать в самоуправлении своим образованием на глобальном уровне. Потребность студентов магистратуры в саморазвитии в процессе изучения иностранного языка является основой их познавательной активности. С помощью предлагаемого пособия магистрант, как автономный субъект учения иностранному языку, включается не столько процесс накопления определенных знаний, но и осознание необходимости получения новых знаний, особенно при обучении по индивидуальному образовательному маршруту в учебных заведениях разных стран.

В этой связи интегрированный подход в обучении иностранному языку способствует формированию у студентов магистратуры ценностного отношения к предмету и может решить проблему повышения эффективности обучения академическому иностранному языку.

**CONTENT**

**VI семестр**

|  |  |
| --- | --- |
| **Module 1. Business and Society** | **c. 6** |
| Unit 1. People and workplaces | c. 6 |
| Unit 2. Socialising on job | c. 14 |
| Unit 3. E-mail communication | c. 19 |
| Unit 4. Types of presentations | c. 27 |
| Unit 5. Language and structure of presentations | c. 30 |
| Unit 6. Requirements to successful presentation | c. 36 |
| Unit 7. Presentation of research results | c. 39 |
| Unit 8. Use of graphic materials in presentations | c. 41 |
| Unit 9. Department and company presentation | c. 46 |

**VII семестр**

|  |  |
| --- | --- |
| **Module 2. Working internationally** | **c. 50** |
| Unit 1. Skills and qualifications for working internationally | c. 50 |
| Unit 2. Experience in working in different countries | c. 53 |
| Unit 3. Globalization in Business: pros and cons | c. 54 |
| Unit 4. Business cultures around the world | c. 55 |

|  |  |
| --- | --- |
| **КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ** | **c. 59** |
| Тесты по модулям | c. 60 |
| Texts for additional reading | c. 69 |

**MODULE 1. BUSINESS AND SOCIETY**

**Unit 1. People and workplaces**

FOR A START

Mark each of these ideas from 1(not important) to 5 (very important), depending on how important they are for you when you are looking for a job.

* doing a really interesting job
* getting holiday pay
* being able to work flexi – time
* earning a good salary
* knowing your job is secure
* doing something useful for society
* getting a company car
* being able to work from home
* not being stuck behind a desk all day

Compare your answers with a partner. What else would you add to this list?

READING 1

**Activity 1** Read the text and find out what a good job means to different people.

**Dream Job**

A good job means different things to different people. Some people would just like to do nothing and got paid. Others feel that the more they work the happier they are. There are a lot of people who prefer to be told what to do. Some of us enjoy being solo and taking all the responsibilities for the work we do. There are also those who enjoy the feeling of being part of the team or belonging to an organization or a group of people. We enjoy doing what we know how to do and what we feel professionally competent to do. Lots of people also very sensitive to the status of their job that is, the value which is attributed by the society to this or that profession at a given moment in time.

The pay is recognized to be a very important factor in job satisfaction. Besides the salary being a major way to attain basic needs, it is also viewed by many people as a reflection of the value attributed to their work by the society and the company. Health–insurance, free training or family vacations can be a substantial part of what an employee gets from his company. But material incentives are not always number one. There are people who would prefer status, the reputation of the company they work for, or moral satisfaction over the pay.

Promotion opportunities may be high on the priority list for many people. There are certain jobs in which you reach your target very fast. You can raise your grade after you improve your professional skills. Often individuals who are promoted on the basis of seniority do not experience as much satisfaction as those who are promoted on the basis of job performance.

Most of people view supervision or management as an important part of their job satisfaction. In Russia with its highly personalized touch in human relations it is extremely important to have a boss who communicates with the worker on a personal as well as an official level.

The nature of the work group or people you work with is another important factor or job satisfaction. The work group may vary in age, social status and educational background. Working together with diversified groups may either bring satisfaction or disappointment and anxiety.

Working conditions may also have an effect on our job satisfaction. If the working conditions are good and we work in attractive, clean surroundings, we find it easier to carry out our job. On the other hand, if the working conditions are poor we find it more difficult to get things done. Many of us do not give working conditions a great deal of thought unless they are extremely bad. Not all the companies provide their employees with recreation facilities or even a place to have lunch. In Russia where office space is always a problem we often suffer from being crowded and having no personal space.

All these factors are very important. Just as you don’t marry the first man or woman you met, you don’t have to stick to the job that makes you unhappy, making everybody about you unhappy too. You can always make a change!

**Activity 2**

1. Look through the first paragraph of the text and find the descriptions of a leader, a team worker, a background worker.
2. Make up a list of factors which define job satisfaction the way they are presented in the text.
3. Think of your own factors that can influence the choice of your job.

VOCABULARY FOCUS

**Activity 3** To find out what someone’s job is you say “What do you do?”.

Here John talks about his job:

I **work for** a large American computer company. I **work on** computer design. In fact, I **run** the design department and I **manage** a team of designers: 20 people **work under** me. It’s very interesting. One of my main **responsibilities** is to make sure that new model designs are finished in time. I’m also **in charge of** design budgets. I **deal wit**h a lot of different people in the company. **I’m responsible for** coordination between design and production: I **work with** managers at our manufacturing plants.

**Peter is talking about his work. Correct what he says.**

I work at a French supermarket company. I work about the development of new supermarkets. I running the development department and I manage for a team looking at the possibilities in different countries. It’s very interesting. One of my main is to make sure that new supermarkets open on time. I’m also charged with financial reporting. I deal at a lot of different organizations in my work. I’mresponsible of planning projects. I work closely near our foreign partners.

“Work” and “Job”

Word combinations with “work”

If you work or have *work*, you have *a job*. But you don’t say *someone has ~~a work~~*~~.~~

*Work* is also the place where you do your job.

to leave for work to go (get to work)

to arrive at work to be at (off) work

to be in (out of) work to drive to work

VOCABULARY BUILDING**:** *WORD MAPS TO MEMORISE NEW WORDS*

**Activity 4** Complete a map to consolidate all words going together with the word Work

with for

at

**Activity 5** Complete the texts with prepositions.

I live in Moscow and work in a small production company. I live home (1)… work at 8.00. I drive (2)… work. I usually arrive (3) … work at 9.00. I finish work quite late , at about 7.00. I am never late. So I never take the time (4)… work. I love what I do and am glad to be (5)… work. Some of my friends are not so lucky: they are (6) … work.

Types of work and jobs

*A full – time job* is for the whole of the normal working week.

*A part – time* job is for the less than that.

We can work *full – time or part – time.*

*A permanent job* doesn’t finish after the fixed period.

*A temporary job* finishes after the fixed period.

There may be temporary and permanent work.

**Activity 6** Fill in the blanks with the words “work” or “job”

1. A full-time … is for the whole of the normal working week.
2. My boss arrives at … at about nine.
3. I work at the University in the afternoons from three till six. I have a part-time …
4. The economy is growing fast and more people are in …
5. My friend is usually at … till eight o’clock in the evening.
6. I have a temporary … . It finishes in two months.
7. I have been working at the plant for 10 years already. I prefer to have a permanent …

**Activity 7** Scan 3 short texts and figure out the meaning of the following expressions: *deal with, in charge of, be responsible, be under, report to, have a team of 5 people*.

1. I work for the large transport company. I am responsible for the information on transportation problems. To achieve better results I have a team of 5 people who work in different places. They gather and analyze information. We have very good relations and work very successfully.

2. I think the best thing about my job is meeting people. I am a service engineer at the large electrical company. I travel a lot because I deal with the problems of international collaboration. We are active in 5 countries.

3. I have always wanted to become a boss. But now I am an ordinary engineer at the small engineering company. I am under the direct leadership of a very good boss who respects others’ roles, treats all the employees fairly and makes the work comfortable. I report to him about my work and he is always ready to discuss any problems and help me. I like my boss very much.

**Words to speak about your job**

I work for a company (organization, myself)

I deal with students (colleagues, clients, papers)

I manage a team of …people (a department, a project team)

I work under (report to)

I am responsible for delivering lectures (conducting practical training, laboratory work, writing syllabuses, writing textbooks)

The things I like about my job are …

The things I don’t like about my job are …

**Activity 8** Use these clues to help you fill in the puzzle and find the hidden word.

You can find all the words in the newspaper advertisements.

*Clues*

1. An unfilled job

2. Working less than regular number of hours a week (cf. 9)

3. Working for a limited period of time (cf. 7)

4. The necessary skill, ability or knowledge (often referring to academic examinations)

5. Meeting to decide whether a person is suitable for a job

6. Knowledge or skill which comes from practice

7. Working for an unlimited period of time

8. A course of instruction, teaching

9. Working the regular number of hours a week

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **1** | **V** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  | **2** | **P** |  |  |  | **-** |  |  |  |  |  |  |
|  |  |  |  |  | **3** | **T** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  | **4** | **Q** |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | **5** | **I** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | **E** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **7** | **P** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | **8** | **T** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **9** | **F** |  |  |  | **-** |  |  |  |  |  |  |  |  |  |  |  |

HIDDEN WORD

Communication. Small talk.

**Activity** **9** Do you know what *small talk* is*?* Work in pairs. Look at the topics in the box below and try to guess. Then, answer the following questions.

* Which three topics do you think are the best to start a conversation with a business person you have just met?
* Which topics is it better no to talk about?

|  |  |
| --- | --- |
| books and films  business associates you both know  the company  food and drink  hobbies  illness  marriage | money problems  music  politics  recent events in the news  religion  sport  travel and holidays |

**Activity 10** Categorize the phrases and expressions a-w according to the following functions. Three have already been done for you.

|  |  |  |  |
| --- | --- | --- | --- |
| Opening a conversation | Directing a conversation | Showing interest | Closing a conversation |
| b | c |  | a |

|  |  |
| --- | --- |
| a Is that the time? | l Long time no see. |
| b Hello again. | m I’m afraid I’ll have to be going. |
| c That reminds me | n I couldn’t help noticing o While we’re on the subject of… |
| d Really? | p I understand you… |
| e It was nice talking to you. | q By the way,… |
| f Excuse me,… | r You’re…, aren’t you? |
| g I see. | s Right. |
| h We haven’t met. I’m… | t Talking of… |
| i Will you excuse me? | u Funny you should say that because… |
| j Uh huh. | v You must be… |
| k I must just… | w [name] asked me to give you her regards. |

**Activity 11** Imagine you are at a conference reception. Walk round the classroom and improvise a brief conversation with as many people as you can. Use the phrases and expressions in 1.

**Activity 12** Read the expressions below to know how to behave when you arrive at the company.

**1) At reception**

To explain why you are there, say:

**I have an appointment with Mr. (Mrs., Miss) in Personnel.** If you want other things too, say: **But first, could you tell me** (where the toilet is)?

**Activity 13** Read the dialogue “In the reception” (R- receptionist, V – visitor). Put the sentences into the correct order.

R -That’s OK, Mr. Green. Please take a seat and Mr. Segura will be with you soon.

V- Good. I’m John Green of Price Marwick. I have an appointment with Antonio Segura.

V- Yes, I’m a little early.

R -Ah yes, Mr. Green. Your appointment is for three o’clock.

V -Yes, that’s right.

R- Sorry, could you give me your name again, please?

V- Good afternoon. Is this the accounting department?

V -John Green. And the company name is Price Marwick.

**2) Getting pass the secretary**

If you have not made an appointment, you could have difficulty in getting pass the secretary of the person you want to see.

Here are a few suggestions of things you might say to the secretary.

1. I don’t mind waiting until he’s free.
2. I’m sorry, I tried to ring in advance, but I couldn’t get though.
3. Could I have a word with him on the phone?
4. Would you tell him I’m here, please?
5. I’m sure he’d be sorry if weren’t able to meet.
6. I’m only here for a brief visit before I return home.
7. It should only take a few moments. Is he in the office?

**Activity 14** Choose the appropriate phrases from the above list to use in the following dialogue:

|  |  |
| --- | --- |
| **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary**  **You**  **Secretary** | I wonder if I might have a word with Mr. Rodgers.  I’m afraid he can’t see you without appointment.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I’m sorry, but he can’t let you see him unless you’ve arranged a meeting.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Sorry but I have my instructions.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Mr. Rogers is a very busy man, you know.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  He did ask me not to disturb him.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  He did ask me not to disturb him.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I’m afraid he isn’t available at the moment.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Very well, I’ll tell him you’re here. |

Functions

*Asking for and giving opinions*

Here is the list of expressions you can use for giving opinions from strong to neutral and then to weaker variants.

Strong I am / sure that …

I strongly believe that …

I definitely think that…

I really feel that…

I do believe that…

Neutral I think / consider/ believe / feel that…

In my opinion,

To my mind,

Weak As I see it…

From my point of view,

I tend to think that…

This is a list of expressions to ask for opinion on a scale from strong to polite.

Strong Do you really think/ believe that…?

Are you absolutely sure that…?

Do not you think that…?

Neutral Do you think / believe /consider that…?

Am I right in thinking that…?

Polite Would I right in thinking that…?

**Activity 15** Look through the following statements. Complete the column by putting (V) if you agree and (X) if you don’t. Use the expressions below

Functions

*Agree or disagree*

We can use the following scale to show the range:

*agreement —* *partial agreement* — *disagreement,*

I agree with you. (with someone; *not:* I am agree with you)

I agree with Alan's suggestion, (with something = I have the same opinion as)

I agree with you about/on the need for change. (= to share the same opinion about/on something)

I agree to your credit terms, (agree to something = to be willing to accept/allow something)

I agree to review your credit position in a few months, (agree to do something)

Agreeing with someone

Agreeing to something

|  |  |
| --- | --- |
| agreement | I totally agree with you.  I fully/completely agree  I'm in total agreement  I'm all in favour of that  I am with you here |
| partial agreement | Up to a point/To a certain extent Up to a point/to a certain extent  I’d agree with you, but ...  You may have something  That may be so, but . . .  there but . . .  You could/may be right, but ...  That may/might be right, but ... |
| disagreement | (I'm afraid) I can't agree with you  (I'm afraid) I can't |

**Unit 2. Socializing on Job**

*«Coming together is a beginning,*

*working together is process,*

*staying together is success»*

*Henry Ford*

FOR A START

Would you prefer to work in a team or on your own?

What are advantages and disadvantages of teamwork?

Do you think your group would make a good team? Explain why or why not.

Give an example of successful project you were part of.

What role did you play? Was your project successful?

READING 1

**Activity1** Read the text and answer the questions below.

**Successful Teamworking**

*“The nice thing about teamwork is that you always have others on your side”*

*Margaret Carty*

More and more organizations use teamworking now. The successful fulfillment of a project depends on the ability of the members of that team, both inside and outside the organization to work well together. A wonderful team can make a lot together. Besides you can rely on each other.

During your time as a student, you undoubtedly spend some time working in a team: practicing in a workshop or tutorial, preparing a group presentation or carrying out a practical project. Amongst your team there are a variety of expertise and skill to draw on; you are able to support and encourage each other. These experiences fit you well for life as a professional graduate in the world of work.

Work in a team enables you to accomplish much more than you could on your own. You get out from teamwork as much as you put into it. You can:

* easily get to know each other;
* enhance your own learning by helping each;
* increase your self-confidence through team encouragement;
* benefit from each other’s knowledge, experience and skill;
* improve your team skills;
* make yourself more attractive to employers.

In professional world, most work is carried out in teams. All members of a team play certain parts. They normally adapt to certain roles depending upon their character and the nature of the team. Actually they are leaders, thinkers, achievers, careers and doers. All of them are very important. One can hardly overestimate their role in a team.

**A** **leader** creates a common purpose, provides a vision and clarifies objectives. Moreover, he makes sure everybody is involved and motivated in a team. He coordinates the efforts of the group and ensures that decisions are made and the group makes progress.

**A thinker**, on the one hand, collects and analyses information listens and watches what is going on. On the other hand he contributes ideas, thinks through the problem, sees solutions and anticipates problems.

**An** **achiever** on its turn wants to succeed and strives the results. He wants to progress towards the goal quickly and becomes impatient with delays. As s rule he challenges assumptions, proposes improvements and has lots of enthusiasm.

As for **a career**, he is concerned that everybody is fitting in. Moreover he contributes humor, builds bridges around the team and works to develop a team spirit. He is keen to get everybody to agree, watches out for others’ feelings and attitudes. As a rule he eases tension and fosters a positive spirit.

**A doer** always wants to be active and is prepared to get involved to help others. Besides he wants to see progress and adherence to plans. A doer gets bored with too much discussion, hates wasting time and works hard to finish the task.

Everybody brings their own strength and skills to their team; as a result a great success is achieved.

**Activity 2** **Are these statements true or false?**

a. A few organizations widely use teamworking now.

b. A wonderful team can make a lot together.

c. You get out from teamwork less than you put into it.

d. A thinker contributes ideas, thinks through the problem, sees solutions and anticipates problems.

e. A doer gets bored with too much discussion, hates wasting time and works hard to finish the task. f. Great success is achieved because everybody brings their own strength and skills to their team.

Vocabulary building. Acronyms

*Acronym is an abbreviation formed from the initial components in a phrase or name***.**

**Activity 3**

Think of your way to decode the word **TEAM.**

**Example: T** – together **E** – enjoy **A** – achieving **M** – moments

READING 2

**Activity 4** Scan the text below and use the information from the text and your background knowledge to recognize the views of engineers from different countries. Support your ideas.

**Working in a team or on your own?**

Representatives of different nationalities - American, Japanese, German and Russian are taking part in the discussion about team work during the interval at a team-building seminar.

A.: Mark, you have worked internationally in Africa, Asia, particularly in Japan and some other places of the world but now you are back in England. Was it interesting?

B.: So, for work, I spent five years abroad. I think it’s good to work in different countries, especially to work in team with different persons, colleagues. After this you have a better career, may be, even you become a better person.

C.: What was Japan like? Interesting?

B.: Yes, Japan was the most interesting place I’ve ever worked.

A.: By the way, habits and traditions concerning work are very different. Some people possess very specific attitude to work and especially team work.

D.: Well, people in my country are very motivated and hardworking people and treat their own success as the result of team work. As a rule, they stay in the same place after finishing school or graduating from the University till they retire. Being very proud of their company they consider themselves a part of the whole company.

C.: In my country people are more open, they don’t think about hierarchy so much. They are very accurate and cannot allow themselves to be late. Team spirit, team work is also important for them.

B.: Right, the nice thing about teamwork is that you always have others on your side.

D.: Henry Ford once said:” Coming together is a beginning, staying together is a progress, and working together is a success”.

A.: Working in a team will enable you to accomplish much more than you could on your own. You will get out from teamwork as much as you put into it. If you are willing to give your best, you will easily get to know others and make friends.

B.: Besides it enhances your own learning by helping each other and increases your self confidence.

B.: Further more you benefit from each other’s knowledge, experience and skill. But as for me team work is the initial step of my personal career, the second one is my own business. Starting your own business is risky, but possessing good experience of team work enables you to work on your own.

D.: To my mind, it’s a nice opportunity to improve your team skills.

B.: You can make yourself more attractive to employers.

A.: I am sure in a professional world most work is carried out in teams and it is the team which is rewarded and praised for a job well done….

VOCABULARY

**Activity 5** Match a line in A with a line in B**.**

1. make a. time

2. fit b. hard

3. contribute c. self-confidence

4. get d. knowledge

5. improve e. knowledge team skills

6. increase f. ideas

7. waste g. progress

8. work h. well

9. team i. presentation

10. benefit g. purpose

11. group k. world

12. professional l. spirit

13. common m. from knowledge

**Activity 6** Fill in the blanks with the following words making definitions of group roles:

*leader doer achiever career thinker*

1. …works hard to finish the task.

2. …coordinates the efforts of the group.

3. … wants to progress towards the goal quickly.

4. …is concerned that everybody is fitting in.

5. …contributes ideas.

VOCABULARY *WORD BUILDING*

A good way of building your vocabulary is to remember the words in families. In the table below you can see suffixes that can help you to recognize different parts of speech.

**Activity 7** The words are taken from the text, use suffixes to form nouns.

to achieve - achiever - achievement

to do

to care

to lead

to think

to organize

to carry

to employ

**Activity** **8** Use the table below to know more about suffixes. Add at least two more words for each suffix.

SUFFIXES

|  |  |  |  |
| --- | --- | --- | --- |
| SUFFIX | PART OF SPEECH | MEANING | EXAMPLE |
| -or,-er | Noun | Person doing the activity | Writer, worker, shopper, operator, promoter, supervisor inspector, |
| -or,-er | Noun | A tool for doing smth | Projector, collector, bottle-opener |
| -ee | Noun | Person who receives/ experiences an action | Employee, payee, addressee |
| -ist | Noun | Profession in politics, ideology, etc | Anarchist, terrorist, journalist, economist |
| -an | Noun | Profession | Physician, politician, mathematician |
| -ism | Noun | Activity, ideology | Marxism, Buddhism, capitalism |
| -ness | Noun | Noun from adjective | Weakness, happiness, goodness |
| -ity | Noun | Noun from adjective | Activity, productivity, |
| -(t)ion | Noun | Noun from verbs | Reduction, alteration, donation |
| -ship | Noun | Abstract noun | Partnership, proprietorship |
| -ment | Noun | Noun from verbs | Enjoyment, appointment, arrangement |
| -al | Noun | Noun from verbs | Arrival, refusal |
| -hood | Noun | Abstract noun | Childhood, motherhood |
| -al | Adjective | Adjective | Brutal, legal |
| -able | Adjective | Capable, possible | Countable, readable, recognizable |
| -ible | Adjective | Capable, possible | Flexible, edible |
| -ful | Adjective | Much of the aspect | Wonderful, forgetful, useful |
| -less | Adjective | Lack of the aspect | Useless, harmless, |
| -ive | Adjective | Adjective | Passive, productive, active |
| -ic | Adjective | Adjective | Specific, scientific, |
| -ify | Verb | Verb from adjective | Specify, identify, qualify |
| -ize | Verb | Verb from noun | Revolutionize, capitalize |

FUN

**Activity 9** Fill in the gaps in the following text, using words from the list. And enjoy the joke.

Everybody (5) Anybody (3) Somebody (3) Nobody (3), Someone (1)

**Make Sure Someone is Doing It**

A group of students had four members called Everybody, Somebody, Anybody and Nobody. There was an important job to be done. 1)... was sure that 2)... would do it. 3)... could have done it, but 4)... did it. 5)... got angry about that because it was 6).. .'s job. 7)... thought 8)... could do it but 9)... realized that 10)... wouldn't do it. It ended up that 11)... blamed 12)... when 13)... did what 14)... could have done.

**Activity 10** Match the proverbs and their endings.

**Teamwork Quotes and Proverbs**

1. There is no "I" a as all of us.

2. Teamwork is the ability to work together b. even when apart.

3. The whole is greater than c. worth doing together.

4. Teamwork is working together d. works

5. A job worth doing is e. the sum of the parts.

6. A successful team f. doesn't make you a team

7. Teamwork divides the task g. and doubles the success.

8. None of us is as smart h. in "TEAMWORK"

9. Wearing the same shirts i. beats with one heart

10. Working together j. toward a common vision

**Unit 3. E-mail communication**

FOR A START

Do you prefer getting emails or phone calls in English when you communicate with colleagues at work or in scientific cooperation? Why?

How often do you get emails in English? When did you last get one?

**Giving your emails a clear structure**

**Activity 1** When writing emails, we often write with four main parts: the greeting, the reason for writing, the action points and the close. Complete the email below with the following phrases:

a Best wishes

b Please could you send me an agenda as soon as possible?

c Dear Francisco

d I can confirm that I’ll be at the sales meeting next week.

From: [Sandrine](mailto:a.bowden@nms.ko.uk) Gaslain

To: Francisco Ferreira

Subject: sales meeting

Greeting (1)………..

Reason for writing (2)………..

Action points (3)………..

Close (4)………..

**Activity 2** Match the four reasons for writing with the action points.

*Reasons for writing*:

1. I need to contact to John Peters about a computer problem but can’t find the number or email address.
2. It would be good to discuss the production schedule.
3. Attached is an Excel file with information about product no. 333.
4. I spoke to Pedro yesterday on the phone about your trip to Canada.

*Action points*:

1. Can we discuss flights arrangements for Tuesday after the marketing meeting? See you
2. Could you send them to me asap? Thanks.
3. Please contact me if you need any more information? Best regards.
4. Could you give me a call tomorrow? Regards.

**Activity 3** Write three emails using the notes in your diary. Structure the emails carefully. Give a clear reason for writing and an action point.

Wednesday

1. Tell Simon about meeting with Jayne Keegan in Berlin on 21st January. Ask if he can meet her at the hotel and drive her over.
2. Tell Christine we need to finalize a price for the XZ34. Ask her to call tomorrow.
3. Inform Karl there is a production problem in Oslo. Ask him to ring Henrik on 0047 9843 768767.

**Formal and informal email writing**

**Activity 4** Read the two emails below. Is one better than the other? Why? Why not? What do you think makes a good email?

Email 1.

Hi, Pete,

How is it going? I’m feeling great! Just back from skiing holiday in Italy.

About the meeting, Friday is fine – will contact Dalma. Send me agenda when you can. See attached the last quarter sales report. Figures are GOOD – up 20%.

Sorry but no info from Spain yet. They had data problems – IT failure.

If you need anything else, tell me.

That’s all.

BD.

Email 2.

Dear Ms. Kyobashi,

I hope all is well with you in Osaka. I’m writing regarding the Thailand project which is scheduled to finish next month.

Elena Sharp has informed me that there have been some delays and that we are running behind schedule. I should be grateful you would email me to clarify the situation as soon as possible. Please don’t hesitate to call me if I can be of any assistance.

I look forward to hearing from you.

Best wishes,

Bob Davidson.

Who do you write more formal emails to? Who do you write more informal emails to?

**Activity 5** Complete 1-6 below by choosing from the formal and informal phrases

(a-l).

|  |  |
| --- | --- |
| Starting an email  Formal…………………………  Informal………………………… | a I should be grateful you would email me  b Hi, Pete |
| Social opening  Formal…………………………  Informal………………………… | c If you need anything else, tell me.  d Send me (…) when you can. |
| Reason for writing  Formal…………………………  Informal………………………… | e How is it going?  f About the meeting |
| Requesting  Formal…………………………  Informal……………………………… | g That’s all.  h I’m writing regarding the Thailand project |
| Offering help  Formal…………………………  Informal………………………… | i Dear Ms. Kyobashi  j Please don’t hesitate to call me if I can be of any assistance. |
| Ending  Formal………………………….  Informal………………………… | k I look forward to hearing from you.  l I hope all is well with you in Osaka. |

**Activity 6** Write two emails.

1. Write an informal email to colleague who you know well. Start with a social opening – ask how your colleague is. Ask for an opinion on a report you attach to the email.

2. Write a more formal email to a customer. Confirm a meeting and request some product information. Offer to help prepare for the meeting.

*REMEMBER:*

*Whether you send a formal or an informal email depends on*

* *Who you’re sending the email to*
* *What it’s about*
* *Your relationship with the person*

*Getting the right tone is important in correspondence, so about all of these before you start to write.*

**Arranging meetings by email**

**Activity 7** Amanda wants to arrange meetings with four colleagues. Match up Amanda’s emails with their replies.

1) Hi. Can we meet next Monday at 8 o’clock?

2) Are you free next Tuesday for a meeting?

3) Would Wednesday be convenient for a meeting? Say 2 o’clock?

4) Could we fix a meeting for Thursday? How about 10 in your office?

a) That’s fine. But could we make it 2:30 instead?

b) Fine, my office then. Will you send an agenda?

c) Sorry, I’ve got a meeting at 8:15 with Simon. How about 9:30 instead?

d) I’m afraid not. I’m on holiday next week. I’ll call you when I get back. Is that OK?

**Activity 8** Complete the sentences about the arranging meeting by email with words from the list.

Can’t By Forward Meet Make

**Suggesting.**

Could we arranging the meeting for 10 on Monday?

Can we (1)………. on Monday at 10?

Would Monday at 10 be convenient for a meeting?

Could you let me know (2)………. the end of today?

**Accepting.**

Monday’s OK.

Fine, my office.

Look (3)…… to seeing you.

**Rearranging.**

Sorry, I’m busy on Monday.

I’m afraid I (4)………. I’m not in the office.

Could we (5)……… it Tuesday instead?

But could we say Tuesday?

**Activity 9** Work with a partner.

1) Write a short email to your partner to fix a meeting. Then give it to your partner.

2) Reply to the email which you receive. Ask to rearrange the meeting. Then give your email to your partner.

3) Reply to the email which asks to rearrange the meeting.

Finally, read out one of your emails in class. Who is the best emailer?

***REMEMBER:***

*When arranging meeting by email, remember to:*

1. Specify the time, date and place clearly
2. Refer to any attachments you are sending
3. Confirm when you receive documentation for the meeting.

**Handling customer enquiries**

**Activity 10** We send emails to customers for different reasons. Match each of the emails types (1-6) with two of the phrases (a-l).

|  |  |
| --- | --- |
| 1. giving good news 2. giving bad news 3. giving assurances 4. saying sorry 5. giving reason 6. expressing urgency | 1. I’m sorry to tell you… 2. We must… 3. The reason for this… 4. I can assure you that… 5. Please accept my apologies for… 6. I am pleased to tell you that… 7. We have good news about… 8. Unfortunately… 9. I’d like to apologies for… 10. It’s very important that… 11. This is/was due to… 12. We are confident that… |

**Activity 11** Complete the emails below with appropriate phrases from above (a-l)

Email1.

Dear Ms Correlli,

Thank you for your email.

(1)……………………. the poor service and late delivery.

(2)…………………….. technical problems.

(3)…………………….. production is now back to normal and we’ve sent you the goods today.

If I can be of further assistance, please don’t hesitate to contact me.

Best wishes,

Email 2

Dear Mr Schmidt,

(4)……………………. that we have to postpone our meeting next week.

(5)…………………….. is that one of my colleagues is unwell.

(6)…………………….. try to fix a new time for Monday or Tuesday next week. Please let me know which day is best for you.

Best wishes,

Email 3

Dear Michael,

(7)……………………. our new product, the Sun Energy Solution (SES). The product has passed all R&D tests.

(8)…………………….. we will definitely send product description and ordering information next week.

(9)…………………….. the product will be available in seven or eight weeks.

Best wishes,

**Activity 12** Write an email to a customer apologizing for a problem and assuring him/her that the problem has been or will be solved. Choose from the reasons and solutions below.

* A late delivery – ready on Monday
* A wrong delivery – we will collect and replace
* A production problem – now resolved

*REMEMBER*

*To describe equipment, machines and gadgets, we can say:*

* *This is a…*
* *It’s got…*
* *You can use it to…*
* *You need…*
* *It’s … long/wide/deep.*
* *It weighs…*

**Email, register and “down-toning”**

**Activity 13** Look at the two emails below. Which do you think the most effective?

Hi, Sam.

The information in the report is all wrong. Go back to the survey data and look at it again.

Send me a new version of the report next week. This has to be finished very soon – the final project report is due an ten days. Any problems, call me.

Bye for now.

Daniela.

Dear Sam.

I’m sorry to say it seems there are some problems in the report you sent. Could you have another look at the data from the survey? We need to have a new version of the report next week – unfortunately, we don’t have much time as the final project has to be completed within ten days. Do please call me if you need further explanation or assistance.

Best wishes,

Daniela.

“Down-toning” is saying something less directly and sometimes more formally in order not to appear rude.

**Example:** *This is a disaster!* Direct English

*Unfortunately, this is not good news*. “Down-toning”:

**Activity 14** Underline the down-toning phrases in the second email.

Choose the more indirect down-toning phrases from the alternatives in the following emails.

I think we should / we must arrange a meeting soon. I suggest that we / we’ll meet this Thursday at 3 in my office. Is that convenient for you? / Right? If not, tell me / if not, could you suggest me some other dates? You must send/ It might a good idea to send the agenda before we meet. It would also be useful to have/Please also send the financial data before the meeting. Unfortunately, Kim may have to/ It is likely that Kim must leave early on Thursday.

**Activity 15** Write an email containing down-toning language. Choose one of the options below.

You have received a market research report that you commissioned several months ago. Unfortunately, you are not happy with the report for several reasons:

* It’s approximately half the length you asked for; it’s badly organized; the conclusions are unclear.

You know that the author of the report has been under a lot of pressure and working long hours recently. Write an email to the author explaining:

* Why you are unhappy with the report; why it needs rewriting; when you would like to receive the revised report.

**Activity 16** Write a similar email that relates to your own work.

*REMEMBER:*

*You can avoid the style which is too direct (and perhaps rude) by down-toning your language.*

* *Use indirect language:*

*Would it b possible …?*

*Could you …?*

*It seems that …*

*It may be that…*

* *Include moderating adverbs:*

*Unfortunately…*

*Maybe…*

*Perhaps…*

* *Use indirect, less personal style, e.g. We instead of I, to mean the organization or a group of people.*

**Making travel arrangements by email**

Do you use email to make travel arrangements? Does somebody else do this for you?

**Activity 17** You’re fixing a trip to Geneva for yourself and colleague, Sasha Wang. Match the stages in a process (1-9) with the sentences from your emails (a-i).

1. Agree details of the meeting with your colleague in Geneva
2. Enquire about accommodation in Geneva
3. Book the flights
4. Book the accommodation
5. Inform Sasha of the details
6. Arrange for someone to meet you at Geneva airport
7. Propose a later time for the meeting following a change in Sasha’s plans
8. Change to a later flights
9. Inform Sasha of the change of flight
10. The flight’s booked for 0705 on Thursday 18th and we’re staying at the Rialto. The meeting is due to start at 10 o’clock.
11. I’ve managed to get a midday flight at no extra charge. Hope it’s now OK for you.
12. Could you get a driver to pick us up when we arrived? It’s flight number BM1047, due in at 9. Thanks.
13. Thanks for your speedy reply. I’d like to book two single non-smoking rooms for myself and Ms Sasha Wang for the night of Thursday 18th April.
14. Ref. the booking number 2035/C, is it possible to travel later rather than early morning? A flight around 11.30 would be perfect.
15. Do you have two single non-smoking rooms for the night on Thursday 18th April? Please let me know the price for this plus breakfast for two.
16. Please book two economy class tickets for myself and Ms Sasha Wang to Geneva, departing 0705 on 18th April and returning 14 30 on 19th April..
17. Sasha and I will see you in your office at 10 on Thursday 18th. OK?
18. Sasha can’t leave until 10, so I’ll have to try and change the flight. Could we start at 2 or 3 instead? Sorry about this.

**Activity 18** You see the following email from your boss in your inbox.

Now write emails to:

* Get There Travel – book the flights
* Janina in the Budapest office – asked to be picked up
* Hotel Ibis – change the reservation
* Your colleague Ingrid – tell her the flight and hotel details

To:

From: a.bowden@nms.ko.uk

Subject: Budapest arrangements

Two things, please. Firstly, can you fix the details for the sales meeting in Budapest? There’s a 10.00 flight on 14 March that arrives at about 12.30. Can you book it for me, Ingrid and yourself? Get someone from the Budapest office to pick us up. We need to return at 15 March, around 14.00. Secondly, I booked three hotel rooms for the wrong night. I asked for the 15 March, please change it to 14. Hotel Ibis, same place as last time.

Please, tell Ingrid all this.

Thanks,

Anthony.

*REMEMBER:*

These are useful phrases for making travel arrangements:

* Please, would you send me…?
* Do you have…?
* Please book…
* I’d like to book…

**Unit 4. Types of presentations**

FOR A START**:**

1. Have you ever had to speak in front of a large group of people?
2. How did you feel? What was the reason of your feelings?
3. What is a presentation? Why do people make presentations? List some

reasons.

1. What purposes are presentations made in business for?
2. What makes a presentation effective? What aspects should you pay your attention to?

**Activity 1** According to the purpose of a presentation we can differentiate its various types. Look through the presentation types and recall the situations when you were present in any of them.

**A. press conference:** the company president announces the annual corporate results to journalists.

**B. briefing:** a senior officer gives information to other officers about a police operation they are about to undertake.

**C. demonstration:** the head of research and development tells non-technical colleagues about a new machine.

**D. product launch:** a car company announces a new model.

**E. lecture:** auniversity professor communicates information about economics to 300 students.

**F. talk:** a member of a stamp-collecting club tells other members about 19th century British stamps.

**G. seminar:** a business coach gives advice about the ways to build an investment portfolio to non-specialists.

**H. workshop:** a yoga expert tells people how to improve their breathing techniques and gets them to practice.

READING 1

**Activity 2** Here are some ‘rules’ for preparing a presentation. Match the first sentence of each paragraph (1-6) with the paragraphs (a-f).

1. Decide what you want to say to your audience.
2. Choose the right equipment to help make your talk interesting.
3. Find out who you are talking to.
4. Practice your presentation in advance.
5. Make sure your presentation has a clear structure.
6. Find out about the room you are talking in.

**a** It’s important to know your audience. How many people are there? Where are they from? What do they want to learn? How much do they already know?

**b** The venue is important too. If possible, visit it before your presentation. Where will the audience sit? Where will you stand? Where will you put your equipment?

**c** Make sure your objectives are clear. This will help you to prepare material that is interesting and informative. Remember, you want your audience to learn something they don’t know. You also want them to enjoy your presentation.

**d** A well-organized presentation is easier to understand. Give it a beginning,

a middle and an end. Make separate points and number them. This structure will help your audience to follow what you are saying.

**e** There are many different kinds of AV (audio­visual) aids. You can use a simple flip chart or show slides on an overhead projector. There is also computer software, like Microsoft PowerPoint™, which can make your presentation look professional. Choose AV aids that are appropriate for your audience. And make sure you know how they work.

**f** Make notes of the most important points. Make sure you speak to your audience –don’t read to them. Practice giving your talk out loud and check how much time it takes. Ask a friend to listen and give you feedback.

VOCABULARY

**Activity 3** Complete the sentences with the words and phrases from the box.

|  |
| --- |
| appropriate audience AV aids feedback  informative objectives structure |

1. Make sure your presentation is \_\_\_\_\_\_\_\_\_\_\_\_ – most people want to learn something new.
2. Your presentation will be easy to understand if it has a clear \_\_\_\_\_\_\_\_\_\_\_.
3. I’m very nervous; there are over a hundred people in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. At the start, explain your \_\_\_\_\_\_\_\_\_\_\_\_\_ so people know why you are talking to them.
5. Knowing your audience will help you choose material that is \_\_\_\_\_\_\_\_\_\_\_ for their interests.
6. Using \_\_\_\_\_\_\_\_\_\_\_\_\_ is a good way to help communicate your ideas.
7. If you want to know if your presentation was interesting, ask the audience for their \_\_\_\_\_\_\_\_\_\_\_\_

SPEAKING

**Activity 4** Comment on the following statements. In your opinion are they:

a) essential b) helpful c) unhelpful for a successful presentation?

1 Tell a joke at the beginning.

2 Speak more slowly than you normally do.

3 Smile a lot.

4 Involve the audience.

5 Invite questions during the presentation.

6 Always keep to your plan.

7 Move around during your presentation.

8 Use a lot of gestures to emphasize important points.

9 Stand up when giving your presentation.

**Activity 5** Work in pairs and discuss what is better to read or to speak a presentation. a) Think about the advantages and disadvantages of these two approaches to giving a presentation.

b) Today most presenters prefer to use PowerPoint. What are the advantages of using such a tool? Work in groups and prepare tips which can help you to make perfect slides. Present your ideas to the class.

**Unit 5. Language and structure of presentations**

FOR A START

Think about your past experience of making presentations and listening to others. Recall cases of successful and not so successful beginnings. Analyze the reasons.

**Activity 1** The first step you need to do at the beginning of your presentation is to get audience’s attention. There are different ways how you can do that. Match the techniques below to the examples.

**a)** tell a story **c)** ask a question

**b)** offer an amazing fact **d)** state a problem

**1** I wonder if any of you here know the answer to this question: What’s the most popular holiday destination in Europe for people under the age of 25?

**2** When I was on holiday a few years ago in Greece, the owner of a tavern told me that in 20 years’ time, the village where he lived would be a popular tourist resort.

**3** Let me give you a statistic: 92% of Americans do not own a passport. Consider the opportunity this presents to travel industry.

**4** We’re facing a crisis with our market share. What are we going to do about it?

**Activity 2** Choose one of the presentation situations below. Prepare four different openings using the techniques above or you can think about the most appropriate beginning for each situation.

**1** Your company is developing a small car aimed at women.

Audience: a group of car dealers.

**2** Your bank wishes to encourage young people to save money.

Audience: a group of students.

**3** Your firm has produced a new lamp with unique features.

Audience: a group of buyers at a trade fair.

READING 1

**Activity 3** A financial analysts from CPR Finance, Carol Embert is giving a presentation. Read the script of the presentation and number the things in the list below in the order that the speaker does them.

**a** talks about the ‘tools in her trade’

**b** thanks her audience

**c** refers to a visual aid

**d** talks about her experience of presenting

**e** talks about how important presentation skills are

**f** describes the plan of her talk

**g** explains what her job involves

Before I start I’d just like to thank you all, both for inviting me to deliver this talk but also, and for me this is a really important thing, for actually coming along to listen to me. This is actually the first time that I have addressed a group of students like yourselves but not the first time I have made a public presentation. Indeed being able to present is one of the really important skills that you need to have if want to be successful in my line of business: financial analysis. But it is not the only one, as I hope I will be able to show you during this short presentation.

I think I will begin by answering one question that I’m sure is at the back of all your minds, ‘What exactly does a financial analyst do?’. Once I’ve explained that, I’ll go on to describe how analysts actually do their work and talk a little bit about some of the tools of the analyst’s trade, define a few of the key terms and then, to finish, I will give you my views about what I think is the best preparation for a career in this field. After that, if I have got the timing right, we should be able to fit in a ten minute question and answer session.

I suppose that the answer to that first question ‘what does an analyst do?’ is really quite obvious because just as the name suggests, he or she does exactly that, analyses the financial result of companies that are listed, on the Stock Exchange. By ‘listed’ we mean that these are companies in which you and I can invest, they are open to the public and, of course, they are therefore also open to the professional investors and managers of investment funds. Today most analysts are employed either by banks or by brokerage firms, which are really just companies specialized in buying and selling different types of financial investment. In fact we, the analysts, are really a key element in relationship between a broker and a investment managers because it is the analysis that we produce on a particular company that is the signal that the professional investor can use to decide whether to make, keep or sell an investment in that company.

I’m going to give you an example of the sort of work that I produce for the section that I’m specialized in, which is the pharmaceutical and cosmetic industry.

If you look at the transparency, you can see some of the different types of analysis that we have to do. In this particular case this is part of report that I made about the French company L΄Oréal. At the top here, we have a simple table showing comparative figures for turnover and operating profit over the last three years. Then, next to it, we have a graph where we can see the evolution of the share price over the last five years. Below that we have a bar chart which illustrates the evolution of the company’s margins at the bottom there is a short summary of some of my recommendations to investors. As I said before, I actually prepared this as part of a written report but I think it’s also a good example of the sort of information that I normally include when I’m making an oral presentation to investors.

If we now move on to look at the different tools that we use, I have drawn up a short list so that you can see what these are …’

**Activity 4** When you give a presentation you have to make it as easy as possible for your audience to follow what you are saying. To do this you have to make it clear what you are going to do in each part of your talk, and when you have finished one section and are moving to the next.

Read the text again and write down the phrases or sentences which are used to express the following:

* explain the order of the talk
* repeat something
* draw attention to visual aids
* make a transition from one section to another

**Activity 5** Work in pairs. Look at some ways of ending a presentation. Which ones do you think are good ways of ending? Which are not good? Why?

1. Ask the audience if they have any questions.
2. Stop talking, say goodbye and leave.
3. Write a list of the main points of your talk on the board/flip chart.
4. Thank the audience for coming.
5. Give a very brief summary of what you said and how you feel you achieved your objectives.
6. Give handouts to the audience with the main points of your talk on them.
7. If possible, tell the audience where you will be for the next few minutes so that individuals can come and speak to you.
8. Ask the audience if they have any criticisms of your talk.

VOCABULARY

**Activity 6** Complete the following presentation excerpts with suitable words from the boxes.

1-14

|  |
| --- |
| after that finally to start with specifically outline bring you up to date illustrate purpose then thank  sum up describe tell you concluding |

15-28

|  |
| --- |
| indicated talked you will notice draw your attention  interrupt expand move on options priority  in conclusion on balance recommend pointed out referring |

‘Good afternoon, everybody. I’d like to 1.\_\_\_\_\_\_\_\_\_\_ you all for being here.’

‘My 2.\_\_\_\_\_\_\_\_\_\_\_ today is to 3.\_\_\_\_\_\_\_\_\_\_\_\_\_ about our corporate strategy for the next decade, and, more 4.\_\_\_\_\_\_\_\_\_\_\_\_ , to 5.\_\_\_\_\_\_\_\_\_\_\_\_\_ with our plans for Europe.’

‘6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ I’d like to 7.\_\_\_\_\_\_\_\_\_\_\_\_\_ briefly our current marketing policy in the UK. 8. \_\_\_\_\_\_\_\_\_\_\_\_\_ I’ll 9.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some of the problems we’re having over market share. 10.\_\_\_\_\_\_\_\_\_\_\_\_\_\_I’ll 11.\_\_\_\_\_\_\_\_\_\_\_\_ the opportunities we see for further progress in the 21st century. 12.\_\_\_\_\_\_\_\_\_\_\_ I’ll quickly 13.\_\_\_\_\_\_\_\_\_\_\_\_\_ before 14.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with some recommendations.’

‘Please feel free to 15.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ me if you have any questions at any time.’

‘Now I’d like to 16.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to Chart В showing our sales revenue and pre-tax profits over the last ten years. 17.\_\_\_\_\_\_\_\_\_\_\_\_ that although turnover has risen, our profits have not increased at the same rate.’

‘I’ve 18.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about our current position in the UK and I’ve 19.\_\_\_\_\_\_\_\_\_\_\_\_\_\_ some of the problems we are facing. Well, what 20. \_\_\_\_\_\_\_\_\_\_\_\_\_ are open to us now? Where do we go from here?’

‘As I have already 21.\_\_\_\_\_\_\_\_\_\_\_\_\_\_, I think our first 22.\_\_\_\_\_\_\_\_\_\_\_ must be to build on the excellent results we have achieved in certain European markets. I'm 23. \_\_\_\_\_\_\_\_\_\_\_\_\_, of course, to Italy and Spain. Let me quickly 24. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on those successes before we 25.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’

‘We should not forget the French market. Admittedly our results there have been poor so far, but there are signs the market is changing and we can learn a lot from our mistakes.

26.\_\_\_\_\_\_\_\_\_\_\_\_\_, though, I think we stand to gain most from concentrating on southern Europe and I strongly 27.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ we put all our efforts into further expansion in Italy, Spain and possibly Greece.’

28.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, may I thank you all for being such an attentive and responsive audience. Thank you also for your pertinent questions. Are there any final questions?’

**Activity 7** Use the plan and the phrases below to construct a presentation.

**Introducing Preparing Delivering Winding up**

**yourself the audience the message**

1 Now, to change the subject for a moment …

2 Before I finish, I’d like to run through the main points again …

3 I’ll begin by describing \_\_\_, and then go to \_\_\_, and I’ll end with \_\_\_

4 In conclusion …

5 I want to stress …

6 Good afternoon …

7 That brings me to the end of my presentation.

8 I’d like to talk about …

9 To return to the point I made earlier …

10 First, let me introduce myself. I’m \_\_, from \_\_\_

11 Feel free to interrupt if you have any questions.

12 Thank you for your attention.

13 First of all … Next …

14 Please excuse my rather poor English.

15 I’d like now to turn to …

16 If you have any questions I’ll be glad to answer them.

17 At this point we have to bear in mind …

**Activity 8** Study the following ‘signalling devices’ which can help you to structure your presentation. Write a suitable heading for each group of phrases.

|  |  |
| --- | --- |
| 1 **Introducing the topic**  Let me start by Verb+ing …  I’ll start by Verb+ing …  I’ll start with smth …  Starting with …  First of all, I’ll …  I’d like to begin by … | 5 …………………………………..  For example, …  A good example of this is …  To illustrate this point, … |
| 2 ……………………………………  Right, I’ve told you about…  We’ve looked at …  That’s all I have to say about …  So much for …  To conclude, let me say that… | 6 ………………………………….  I’ll deal with this later, if I may, but for now …  I’ll come back to this question later in my talk.  I won’t comment on this now, …  We’ll be examining this question in more detail later on. |
| 3 ……………………………………  Let me turn now to …  Let’s move on to …  Turning to …  I’d like now to …  Let’s look now at … | 7 ………………………………….  I’d like to sum up now …  Let me summarise briefly what I’ve said.  Let me remind you, finally, of some of the points I’ve made. |
| 4 …………………………………….  Where does that take us?  Let’s look at this in more detail.  Translated into real terms, …  What does that mean for us? | 8 ……………………………………  Firstly … secondly …. thirdly … lastly..  First of all … then … next … after that … finally …  To start with … later … to finish up … |

SPEAKING 1

**Activity 9** You are going to give a presentation. Work individually and do the following:

**a)** Choose one of the topics:

* The advantages and disadvantages of flexitime.
* The advantages and disadvantages of open-plan offices.
* The advantages and disadvantages of working for a large company.
* The advantages and disadvantages of using a mobile phone.

**b)** Make a list of things to think about when planning a presentation. Make brief notes about it on a piece of paper.

**c)** Make detailed notes about each of the points A, B above. Think about what you will say. Use the information on introductions and conclusions. Remember, if you read your presentation, it won’t sound natural. Make notes to help you speak naturally.

**d)** Give your presentation to other students.

**Activity 10**

**a)** In small groups discuss criteria for a successful presentation and design a form of an evaluation sheet.

**b)** Share your ideas with other groups and make one common sheet that will be used during the presentations.

**Unit 6. Requirements to successful presentation**

FOR A START

Working pairs, make a list of requirements of a successful presentation.

READING 1

**Activity 1** Read the text and compare your ideas with the ideas from the text

**Some hints for a successful presentation**

**Preparation**

*Planning*

Plan your presentation carefully. Thorough preparation will make you more confident and help you to overcome your nervousness.

*Objectives*

Never compose your presentation without an "end in mind", that is think about what you want to achieve. Are you aiming to inform, persuade, train or entertain your audience?

*Audience*

Know your audience. Find out whom exactly you will be addressing and how many people will be attending? Gather information about your audience's needs, wants, anxieties, "personality..." and what they already know about the topic. Ask yourself: "What's in my presentation for THEM in terms of content and approach?" Remember to "see, taste, and hear" your presentation as if you are a member of your own audience. You wouldn't make the same presentation about a new software package to engineers, accountants and top managers. The engineers want to know about the tool's whizzes and whirrs – what it can do for them and why it beats competing products. The accountants want to know what it will cost and how it will save them money. Top management wants to know how it will boost productivity and give the company an edge over the competition. So adjust your pitch as needed.

*Content*

Brainstorm your ideas first. Then decide which are most relevant and appropriate  
to your audience and to your objectives and carry out any research that is necessary. Be selective! Don't try to cram too much into your presentation.

*Approach*

A good rule of thumb is to 'tell your audience what you're going to say, say it,  
then tell the audience what you've said'. You must make the audience sure that your presentation is really worth listening, so at the beginning of your presentation tell them: 1) "You need to know this because...," 2) "Knowing this will help you too..." and 3) "Here's what you need to know..."

Try to develop your key points in an interesting and varied way, drawing on relevant examples, figures etc. for support as appropriate. You might also like to include one or two anecdotes for additional variety and humor.

**Organisation**

Think about how you will organize your content. Your presentation should  
have a clear, coherent structure and cover the points you wish to make in a logical order. Most presentations start with a brief introduction and end with a brief conclusion. Use the introduction to welcome your audience, introduce your topic/subject, outline the structure of your talk, and provide guidelines on questions. Use the conclusion to summarize the main points of your presentation, thank the audience for their attention, and invite questions. After a question-and-answer period hand out any material that wasn't vital to the presentation. In general, material handed out during the presentation is a distraction and will weaken the impact of your talk.

*Visual aids*

If you have a lot of complex information to explain, think about using some  
charts, diagrams, graphs etc., on an overhead projector or flipchart. Visual aids can make a presentation more interesting and easier to understand, but make sure they are appropriate and clear – don't try to put too much information on each one.

*Rehearsal*

Allow time to practice your presentation – this will give you a chance to identify  
any weak points or gaps. You will also be able to check the timing, and make sure you can pronounce any figures and proper names correctly and confidently.

**Delivery**

*Nerves!* You will probably be nervous at the beginning of your presentation. Don't worry – most people are nervous in this situation. Try not to speak too fast during the first couple of minutes – this is the time you establish your rapport with  
the audience and first impressions are very important. You may find it helpful to memorize your introduction. Remember that presenting is a relationship event, not a performance event. Effective presenters connect with their audiences in order to make the presentation a large conversation. Conversational approach to presenting is the way to maximize both comfort and trust between you and the audience.

*Audience rapport*

Try to be enthusiastic – your interest in the subject matter will help you way to capture the audience’s attention and really engage them in the material. If you present with too little energy, your audience will have no reason to pay attention to you. On the other hand, if you bounce around like a motivational speaker after 20 cups of coffee, you will not be taken seriously. The ideal balance is to let yourself express a sincere interest in your material. Look around your audience as you speak – eye contact is essential for maintaining a good rapport. When you are facing your audience, not only can they hear you better, but they will also be more motivated to pay attention if they know that you can see them losing focus. You will also be able to pick up signals of boredom or disinterest and in such case you need to cut your presentation short.

*Body language*

Stand rather than sit when you are delivering your presentation and try to be  
aware of any repetitive hand gestures or awkward mannerisms that might irritate your audience.

*Voice quality*

You must be clearly audible at all times – don't let your voice drop at the end of  
sentences. If you vary your intonation, your voice will be more interesting to listen to and you will be able to make your points more effectively.

*Visual aids*

Use your visual aids confidently, making sure you allow your audience time to  
absorb information from flipcharts and transparencies.

*Audience reaction*

Be ready to deal with any hostile questions. Polite, diplomatic answers are a good disarming tactic, but if you should find yourself 'under fire', suggest that the audience keeps any further questions until the end of the presentation and continue with your next point.

**Language**

*Simplicity*

Use short words and sentences that you are comfortable with. There is no benefit in using difficult language. Simplify, simplify. It's your job as a speaker to translate complex details into simple, direct sentences.

*Clarity*

Active verbs and concrete words are much clearer and easier to understand than  
passive verbs and abstract concepts. Avoid jargon unless you are sure all your audience will understand it.

Signalling

Indicate when you've completed one point or section in your presentation and  
are moving on to the next. Give your audience clear signals as to the direction your  
presentation is taking.

**Activity 2** Listen and see some presentations. Using the evaluation sheet choose the most successful presentation. Be ready to prove your opinion.

**Unit 7. Presentation of research results**

## FOR A START

POSTER presentation is often used to present research results in scientific conferences, fairs, etc. Have ever seen a poster in any conferences or other events? Was it easy for you to understand the main idea of the research from the poster?

**Activity 1** Follow the guidelines below to make an effective poster presentation

## *Content*

An effective poster generally contains these content elements.

1. Abstract/Summary of the focus of the poster.

2. Main statement or question.

3. Main arguments for or against a claim

4. Concrete examples.

5. Visual content that reflects or supports the claim or theory

6. Organization that shows a logical relationship among the claim, arguments, and examples.

## *Visual Appearance*

1. Effective use of colors, probably not more than 3 colors other than white.

2. Not too busy (in terms of ideas, words, pictures, or colors); KEEP IT SIMPLE!!

3. Easy-to-read, especially from a distance, with the largest font for the title, next for abstract/summary, and next for other supporting text. Consider using Arial font

4. Neat

5. Logical relations reflected in layout (use of heavy connecting lines or arrows;

local distribution on poster of related ideas, etc.)

7. A large photo or picture (or two) or a neat, simple drawing toget the attention and effectively reinforce an idea—“A picture is worth a thousand words”.

*Clarity*

Clarity of content ideas is important in any professional presentation.

1. Sharp phrases of main points and details (use of bullets and parallel grammatical construction of phrases help in processing your content)

2. Ideas are logically argued

3. Selective and critical use of large, summary tables/ diagrams that effectively

reflect on key ideas (handouts can contain additional, small print, and more detailed tables or diagrams)

POSTER PRESENTATION. KEY GUIDELINES

1. A poster is a visual presentation of information and should be designed as such - do not simply reproduce your written paper in poster format.

2. It should be understandable to the reader without verbal comment - someone might look at it while you are talking to another delegate.

3. Remember, you are trying to catch the delegate's attention.

POSTER CONTENT

* Make sure **paper title** and **author's name** are prominent and eye-catching
* It is recommended in your document ‘header’ to insert the conference name and logo – it would be a nice complimentary gesture to the organizers
* Tell a story: provide clear flow of information from introduction to conclusion
* Focus on your **major findings** - a common fault is to try to cover too much. Few delegates are going to read everything on your poster, so get to the point.
* **Use graphs, tables, diagrams** and images where appropriate. Use boxes to isolate and emphasize specific points.

DESIGN SUGGESTIONS

* Use all the space at your disposal, but do not cram in the content - white space is an important part of the layout, and good use of it can make a poster elegant and arresting.
* Use color sparingly - limited use of a few colours is more striking than a 'rainbow' approach. Think about why you are using color; it is especially useful for emphasis and differentiation.
* Avoid color combinations that clash (e.g. red on blue) or cause problems for people with color-blindness (e.g. red and green in proximity).
* It is recommended not to use color background. Use white or muted color background (e.g. pastel shades, semi-transparent)
* The flow of information should be clear from the layout; if you have to use arrows to indicate the flow, the content could probably be arranged better.
* Clearly label diagrams/drawings and provide references to them in the text where necessary.
* The title text should be readable from 4 meters away - at least 40-point text.
* The body text should be readable from 2 meters away - at least 20-point text
* Choose a clear font with large inner space. Good examples are Arial, Verdana, Georgia or Helvetica.
* Keep the word count as low as possible.

REMARKS

First, the title of an effective poster should quickly orient the audience. Here are some guidelines for poster titles: 1. Make the title the most prominent block of text on the poster (either center or left justify at the top).

Second, the poster should quickly orient the audience to the subject and purpose. One good test is whether the audience recognizes the subject and purpose within 20 seconds of seeing the poster.

Third, the specific sections such as the results should be easy to locate on the poster.

Fourth, you should design the individual sections of a poster so that they can be quickly read.

* Avoid blocks of text longer than 10 sentences.
* Make sure that details on graphs and photographs can be comfortably viewed from 4 meters away.

**Activity 20** Present your poster to your group mates.

**Unit 8. Use of graphic materials in presentations**

FOR A START

Have you dealt with graphics? Working in pairs, discuss the functions of graphics and their advantages in comparison with a text. Share your ideas with other students.

**Activity 1** The following figures are generally used to describe statistical information. Match the pictures with the following terms:

*Bar chart, graph, table, pie chart, flow chart/diagram; box, line, axis (vertical, horizontal), column, bar, section/segment, point* (some may refer to more than one item).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | Frequency | Percent | Valid Percent |
| Valid | One specialisation | 20 | 38,5 | 40,0 |
|  | More than one specialisation | 30 | 57,7 | 60,0 |
|  | Total | 50 | 96,2 | 100,0 |
| Missing | System | 2 | 3,8 |  |
| Total |  | 52 | 100,0 |  |

|  |
| --- |
| ***Presenting Information Visually***  Charts, graphs and tables can be useful visual aids for organizing data from surveys or presenting statistics. Visual information is highly memorable and can help reduce the amount of talking or writing that you have to do. You might find visuals in books and articles, and create them yourselves. There are computer programs that make it easy to create charts, tables and graphs, or you can draw them. |

# FUNCTION

# *Describing Visuals*

**Pie chart** – example #1 – consists of a ***circle*** and ***sections*** showing percentages for each category of information. It also has a *key* that explains what different colours or *shadings* mean.

**Bar chart -** example #2 – consists of ***axes*** (a *vertical**axis*going up and down on the left sideand a *horizontal**axis* - a line going left to right at the bottom). The ***bars*** show the percentage/amount of things/people in categories described on the horizontal axis.

**Graph** – example #3 – like a bar chart also has ***axes*** and *a* ***line / lines***to show sets of data related to each other.

**Flow chart/diagram** – example #4 – consists of ***boxes*** connected with ***lines*** or ***arrows*.**

**Table** – example #5 – is made up of ***columns*** (vertical) and ***rows*** (horizontal). The top row presents categories of information or ***headings*.** The far-left column also presents categories. Facts and statistics are listed in the table *cells*.

Visuals *show, demonstrate, highlight, represent, point to figures/information/trends*. The audience *look at, focus their attention on, see / learn from* tables, graphs etc.

### READING 1

### How to Choose Which Type of Graph to Use?

**Activities 2**

**a)** Read the descriptions of visuals below and decide **on the one you will use in your presentation at the nearest conference**

**Line graph.**

Line graphs are used to track changes over short and long periods of time. When smaller changes exist, line graphs are better to use than bar graphs. Line graphs can also be sued to compare changes over the same period of time for more than one group.

**Pie Chart.**

Pie charts are best to use when you are trying to compare parts of a whole. They do not show changes over time.

**Bar Graph.**

Bar graphs are used to compare things between different groups or to track changes over time. However, when trying to measure change over time, bar graphs are best when the changes are larger.

1. What type of graph would you use to present the following? Explain your choice.

* the number of female and male students in the groups of your course
* the annual number of road fatalities (the road toll) in your province or territory over the last 5 years
* the level of inflation in Russia over the last 10 years
* the total population of Russia, the provinces and territories

READING 2

**Describing Graphs and Charts**

Understanding and interpreting the graph correctly can be a difficult task but if you follow a certain structure you may be quite successful.

**Activity 3** The graph description usually consists of three parts: the introduction, the body and the conclusion. Read and memorize the structure of graph description:

**In introduction** you will tell the reader a) what sort of graph it is (line graph, bar chart, pie chart or table) b) what the graph is about. You can start like this: "The graph shows (presents, illustrates)" … Don’t describe the X and Y axis. Give the information.

**The body** should contain interesting and relevant information from the graph.

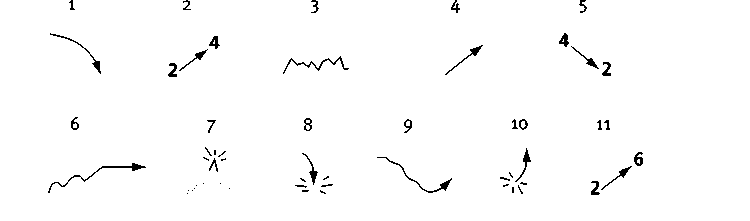
* Start with a sentence with no number. “City size increased sharply over the period.” “The most obvious trend in the graph is that women are having fewer babies.” “Oil production has increased slightly in all the countries in the graph”.
* Follow this sentence with an example (sentence with number) and perhaps another example (another sentence with number). Keep alternating.
* Don’t tell about everything on the graph. Pick the biggest, the smallest, the main points, the main trends.
* Don’t say about the line or the bar: “The line went up,” “The bar went down.” Instead, write about the idea. “The number of people going to work by train increased gradually.” “Oil production shot up in 1965”
* Group similar things together.
* Use different vocabulary and structures.
* Make sure you talk about the idea. Don’t use shorthand: “Men went up.” “Women went down.” Instead, write about the real data: “The number of men at university fell dramatically,” “The percentage of female students getting a degree rose suddenly.”
* Don’t start sentences with But, So, Also, And, For, Since, Because, Although.

**The conclusion** should present the overall picture of the graph.

* Don't have any numbers in the conclusion (you could use words like "most", "the majority", "a minority", "a small number").
* Don’t give an opinion.

**Activity 4**

1. What kind of movement do the verbs below describe? Match them to the symbols. Then compare your answers with a partner. (Use some symbols more than once.)



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| decline  decrease  dip  double | drop  fall  fluctuate  halve | improve  increase  increase tenfold  level off | peak  plummet  recover reduce | remain stable rise  rocket  stabilize triple |

READING 6

**Activity 5** Read the description of the chart and answers the questions below.

**UK Unemployment rates (16+ year olds)**

The line graph shows figures for unemployment in the UK workforce between May 2003 and July 2006. It is clear from the chart that the rate of unemployment fluctuated a great deal during this time. At the beginning of the period, unemployment stood at 5.1 per cent. A few months later the figure had risen slightly to 5.2 per cent. Unemployment then remained stable until September

2003. From this point on there was a steady downward trend and by January 2004 the rate had fallen to 4.9 per cent. It stayed at this level until May the same year, but from May to July there was another small drop of 1 per cent. There were no further changes in the level of unemployment until March the following year. From March to May 2005, there was a small increase of 1 per cent, but this did not last long and the figure had fallen back to 4.8 per cent by July. From September 2005 onwards, however, there was a marked upward trend in the rate of unemployment in the UK. From September 2005 to November the same year, the figure shot up from 4.8 to 5.2 per cent. The rate remained stable for a few months, but then rose sharply again, and had reached a peak of 5.7 per cent by July 2006.

1. What does the chart show?

a) The percentage of the workforce over 16 who were unemployed

b) The percentage of the workforce over 16 who are unemployed

c) The number of people over 16 who were unemployed

2. What period does the chart cover?

a) Just over 3 years

b) Almost 3 years

c) Just over 2 years

3. How much did the rate of unemployment changed over the period?

4. When was the highest/lowest unemployment rate?

5. When didn’t the unemployment rate change?

**Activity 6** Find phrases from the text which mean**…**

went up and down frequently went up a little

did not change (2 phrases) went up very quickly (2 phrases)

arrived at its highest point went down (2 phrases)

went up noticeably over a period went down gradually over a period

**Read the report again and draw the graph.**

SPEAKING

**Card A**

a) Work in pairs. Choose a graph from given below and describe it in details in order your partner could draw this graph without looking at it.

b) Listen to your partner describing the graph and draw this graph.

**Card B**

a) Work in pairs. Listen to your partner describing the graph and draw this graph.

b) Describe another graph from given below in details in order your partner could draw this graph without looking at it.

**Describing a table**

**Activity 6** Study the information in the table and fill in gaps in the table description using the words and phrases given below**.**

**Road accidents in the UK**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Where accidents occurred | Age  2 - 4 | Age  5 - 7 | Ag  8 - 11 | Age  12 - 14 | Age  15 - 16 | Total |
| Going to school | 2 | 12 | 8 | 2 | 1 | 25 |
| Returning from school | 2 | 17 | 10 | 3 | 2 | 34 |
| Playing in the street | 98 | 81 | 28 | 5 | 2 | 214 |
| Cycling in the street | 1 | 10 | 25 | 8 | 1 | 45 |
| Shopping for their parents | 5 | 32 | 12 | 2 | 1 | 52 |
| TOTAL | 108 | 152 | 83 | 20 | 7 | 370 |

|  |  |
| --- | --- |
| around two thirds  five places  a total of  between 2 and 7  shopping for parents  the highest number of accidents | the number of road accidents  the least number of accidents  5 age groups  playing in the street  with only 7 cases  cycling in the street |

The table shows 1\_\_\_\_\_\_\_\_\_\_\_ which took place on the roads in the UK in a 3-month period in 2004 and involved children. 2\_\_\_\_\_\_\_\_are mentioned where the accidents happened, and the information is divided into 3\_\_\_\_\_\_\_\_\_.

The highest number of accidents was 4\_\_\_\_\_\_\_\_with 214 out of 5\_\_\_\_\_\_ 370. The vast majority of these involved children aged 6\_\_\_\_\_\_\_\_. Older children were hardly involved at all with accidents in the street 7\_\_\_\_\_\_\_ between the ages of 11 and 16 out of 214.

8\_\_\_\_\_\_\_\_\_ accounted for 52 accidents, with the highest figure being in the 5 to 7 group. The same age category was also involved in most accidents concerning 9\_\_\_\_\_\_\_, accounting for 45 out of the 52 accidents. Journeys to and from school were 10\_\_\_\_\_\_\_\_ although younger school children were more involved than the older age groups.

The table shows that 11\_\_\_\_\_\_\_\_\_\_ involved younger children. Children aged between 2 and 7 accounted for 260 accidents which is 12\_\_\_\_\_\_\_\_\_of the total.

**Activity 7** Use the format of table description to speak about the research you are doing.

**Unit 9. Department and company presentation**

**BUILDING VOCABULARY: SYNONYMS**

Synonyms are words that have a similar meaning. Grouping words as synonyms can help you to remember new vocabulary. Using synonyms in your writing avoids repetition.

Find in the text given above four other verbs that mean the same as

**to *consist of:*** 1. ......... 2. ......... 3. ......... 4. .........

2. Sometimes a company structure is called *organigram.*

This word was built from 2 words by blending (combining parts of words to produce a new one which has a composite meaning). Try to guess what 2 words were used to make *organigram.*

**Activity 1 Work in small groups. Answer the following questions:**

* Is it a typical company structure look like?
* Is it the most suitable one?
* Think about disadvantages of such a structure.

Most companies are made up of three groups of people: the **shareholders** (who provide the capital), the **management** and the **workforce**. The management structure of a typical company is shown in this **organization chart**.

Board of Directors

Managing Director

Senior management

Middle management

At the top of the company hierarchy is the Board of Directors, headed by the Chairperson or the President. The Board is responsible for policy decisions and strategy. It will usually appoint a Managing Director or Chief Executive officer, who has overall responsibility for the running of the business. Senior managers or company officers head the various departments or functions within the company, which may include the following.

* Production
* Research and development (R and D)
* Finance
* Personnel or Human Resources
* Marketing
* Public relations
* Information technology or IT

**Activity 2** Below are 4 groups of words necessary to describe a company structure. Choose the heading for each group of words and complete the table

***Hierarchy***, ***responsibilities (functions),affiliates, titles (positions):***

|  |  |
| --- | --- |
|  |  |
| to be headed by  to report to  to be under smb.  to be accountable to  to be supported b  to be assisted by | Chairman /Chairperson (US President)  Board of Directors  Managing Director = MD (US Chief Executive Officer = CEO)  Finance Director (US Vice-President Finance)  Head of (Sales) department  (Personnel) Manager (US Sales Director)  IT specialist  Shareholders |
|  |  |
| to be responsible for  to be in charge of  to take care of  to be involved in smth. / doing smth.  to deal with | to be owned by  parent company  headquarters  subsidiary  department  division |

**Activity 3 Complete the paragraph, using the correct form of the words in the box.**

|  |
| --- |
| be responsible for be in charge of be supported by support  be accountable to consist of be headed by subsidiary division be based in parent company  be headed by report to |

The DSA Corporation consists of three \_\_\_\_\_\_\_, Building Materials, Constructions and Civil Engineering. DSA \_\_\_\_\_\_\_ New York and comprises four \_\_\_\_\_, KAF inc., Halcon, Conway and RoadCo. Each of these is \_\_\_\_\_ a Senior Vice-President who \_\_\_\_ the \_\_\_\_.

KAF Inc. is a building materials manufacturing company in Detroit. KAF \_\_\_\_\_ the Chief Executive Officer, \_\_\_\_\_\_ the Board of directors, which \_\_\_\_\_ four people. The staff in each of the four departments are \_\_\_\_\_ Vice-President who is also on the Board. In each department, a managerial team of directors \_\_\_\_\_ \_\_\_\_\_ the Vice-President. In the Sales Department, one director \_\_\_\_\_ exports, the other \_\_\_\_\_ domestic sales.

**Activity 4 a) Read the whole text and then complete the organization chart:**

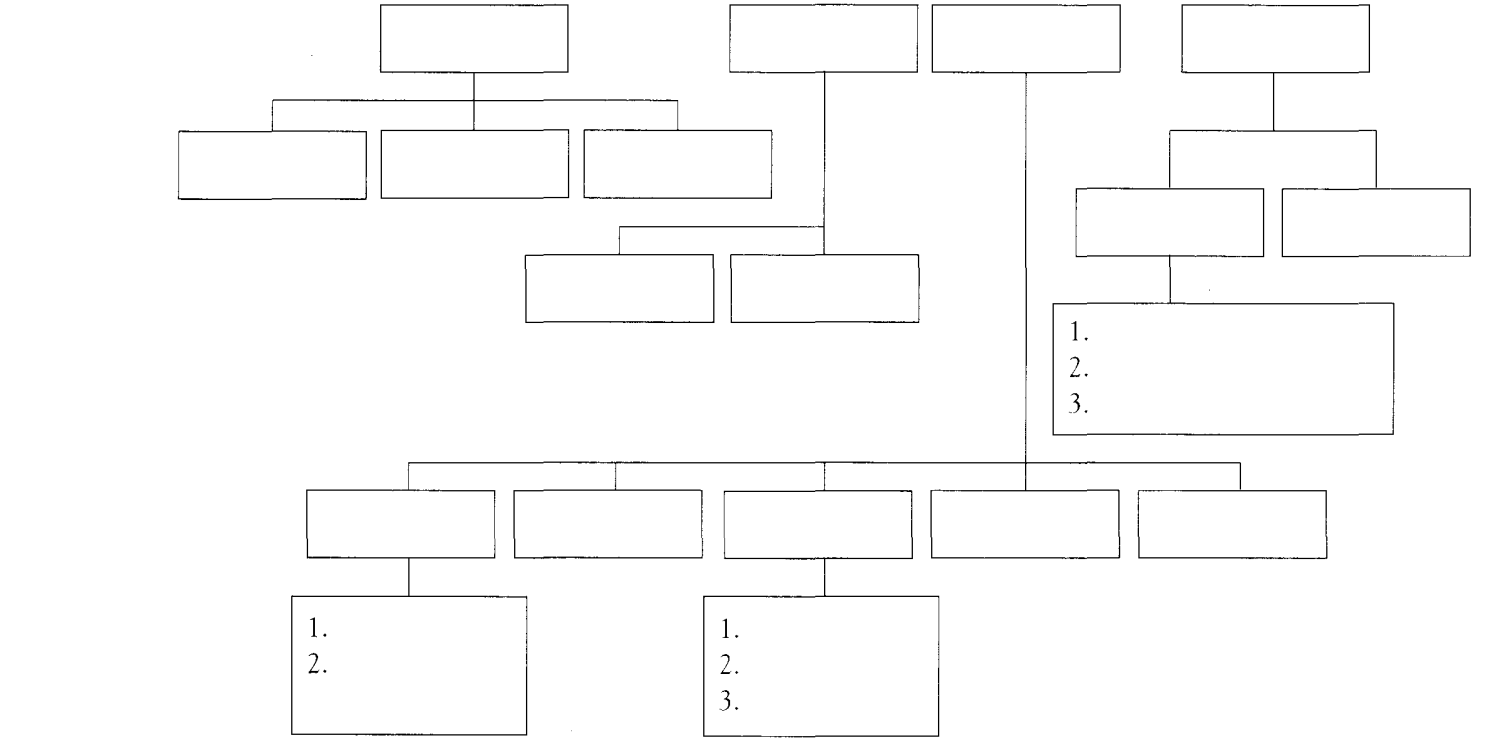
The company I work for has a fairly typical organization for a manufacturing firm. We’re divided into Finance, Production, Marketing and Human Resources departments.

The Human Resources department is the simplest. It consists of two sections. One is responsible for recruitment and personnel matters, the other is in charge of training.

The Marketing department is made up of three sections: Sales, Sales Promotion, and Advertising, whose heads are all accountable to the marketing manager.

The Production department consists of five sections. The first of these is Production Control, which is in charge of both Scheduling and Materials Control. Then there's Purchasing, Manufacturing, Quality Control, and Engineering Support. Manufacturing contains three sections: Tooling, Assembly, and Fabrication.

Finance is composed of two sections: Financial Management, which is responsible for capital requirements, fund control, and credit, and Accounting.



**Activity 5** Make up the organigram of the company (Department) you work for. Make a 2 minute presentation using the expressions of a company structure, vocabulary for making presentations and for describing your job.

**MODULE 2. WORKING INTERNATIONALLY**

FOR A START

To be successful in the international business world, businesspeople  
need to have the skills or abilities listed below. You also use these skills  
when you are with people from other nationalities in the workplace and  
even outside the workplace.

**Communication skills:**

**Interpersonal skills:**

**Cross-cultural skills:**

**Unit 1. Skills and qualifications for working internationally**

**Activity 1** Working in pairs, think of at least 3 examples of the skills belonging to each group. Try to complete the definitions following the model:

**Communication skills** are used in order to, …..

Think of some examples of where you have used the following skills in your office, in your classroom, during international travel, and at a restaurant. Share your examples with your classmates.

READING

**Activity 2** The following advertisement appeared in an international newspaper. Based on the case, explain why Agro World wants the person it hires to have each of the qualifications mentioned in the advertisement.

**Whom should we hire?**

AgroWorld Inc. is a multinational company that produces agricultural products. Its main products are pesticides. AgroWorld has its headquarters in London and has plants in various parts of the world.

AgroWorld was founded in 1950. For a long time, it was one of the fastest growing, most reputable companies in the industry.

As part of its expansion and globalization plan for the 1990s, it’s opening a plant outside of Quito, Ecuador. The plant will employ over 700 people and incorporate the newest technology in the industry. This technology is designed to prevent any leakage. The company is trying to do everything possible to become a welcome member of the community.

The company is now in the process of hiring a public relations (PR) person. This person will act as a bridge, between the company and the world and, especially, between the company and the local community. The position is a challenging one because the community is divided over the building of the plant. Some people want the plant because it will provide job opportunities and attract other industry to the area. Others argue that the plant could cause serious damage to the community’s health and farmland.

These people are especially concerned about the new technology because it has never been used before. In order to convince them that they are wrong, the PR person must promote and explain the company’s new technology. Promotion is done through the press releases in the international, national, and local newspapers as well as through visits and lectures to local schools and businesses.

The PR person has many others responsibilities as well. He or she must report back to top management at headquarters in London. Moreover, AgroWorld would like to build goodwill locally by donating money for a health clinic, sports center, or community center. These projects can be successful in building goodwill only if the PR person has been able to develop strong relationships with and win the trust of the company.

*Skimming* a text before you read makes it easy to understand. Skimming means looking quickly over a text to get an idea of what it is about and how it is organized. You should not read every word, but look at the headings, pictures and highlighted words. It is also helpful to read the first sentence of each paragraph.

**Activity 3** Read parts of the company stories below and choose headlines for them from the box.

READING 2

**Business excellence History Profile**

**New Ventures *Facts and Stats Corporate Governance***

With global operations, cutting-edge technology in numerous fields and over 100 years of business experience, NEC has emerged as a leading global Internet Solution Provider. In each of the three areas most important to the future of the Internet - IT, networking and electronic devices - NEC stands at the forefront to research, product development and implementation of new services. We integrate our strength from this 6e jess to offer our customers new solutions and greater business opportunities in the technological, industrial and social convergence made possible by the Internet.

Taken from <http://www.nec-global.com>

(2) Coca-Cola Enterprises is the world's largest marketer, producer, and distributor of products of the Coca-Cola Company. The brands of the Coca-Cola Company represent some of the most popular beverage brands in the world.

Coca-Cola Enterprises is in the nonalcoholic beverage business, which extends its product line beyond traditional carbonated soft drink categories to beverages such as still and sparkling waters, juices, coffee-based drinks, and teas. The Company currently distributes approximately 4.2 billion unit cases of products in bottle, can, and fountain container on an annual basis. This represents approximately 24 percent of the Coca-Cola Company's worldwide volume.

The Company operates in parts of 46 states in the United States, all 10 provinces in Canada, and portions of Europe including Belgium, continental France, Great Britain, Luxembourg, Monaco, and the Netherlands. Coca-Cola Enterprises' franchise territories encompass a population of 398 million people.

Coca-Cola Enterprises employs approximately 72,000 people who operate 463 facilities, 54,000 vehicles, and 2.4 million vending machines, beverage dispensers, and coolers. Coca-Cola Enterprises initially offered its stock to the public on November 21, 1986, and is listed on the New York Stock Exchange under the symbol "CCE."

Taken from <http://www.cokecce.com>

(3) The roots of Nokia go back to the year 1865 with the establishment of a forest industry enterprise in South-Western Finland by mining engineer Fredrik Ides tam. The year 1898 witnessed the foundation of Finnish Rubber Works Ltd, and in 1912 Finnish Cable Works began operations. Gradually, the ownership of these two companies and Nokia began to shift into the hands of just a few owners. Finally in 1967 the three companies were merged to form Nokia Corporation.

At the beginning of the 1980s, Nokia strengthened its position in the telecommunications and consumer electronics markets through the acquisitions of Moiré, Sailor, Televise and Luxury of Sweden. In 1987, Nokia acquired the consumer electronics operations and part of the component business of the German Standard Electric Lorenz, as well as the French consumer electronics company Oceanic. In 1987, Nokia also purchased the Swiss cable machinery company Milliner.

In the late 1980s, Nokia became the largest Scandinavian information technology company through the acquisition of Ericsson's data systems division. In 1989, Nokia conducted a significant expansion of its cable industry into Continental Europe by acquiring the Dutch cable’ company NKF.

Since the beginning of the 1990s, Nokia has concentrated on its core business, telecommunications, by divesting its information technology and basic industry operations.

Taken from <http://www.nokia.com>

4) On October 25, 1995, Starbucks Coffee international, Inc., a wholly-owned subsidiary of Starbucks Coffee Company, signed an agreement with SAZABY Inc., a Japanese retailer and restaurateur, to form a joint venture partnership that will primarily develop Starbucks retail locations in Japan, representing Starbucks' first retail expansion outside of North America. The joint venture, called Starbucks Coffee Japan, Ltd, opened its first store on August 2, 1996 in Tokyo. Additional 10 to 12 stores are planned for Tokyo metropolitan areas over the next 18 months....

In March 1995, Starbucks began collaboration with various record labels. The Company produced a variety of CD music collections, available only to Starbucks customers....

From Customer Relations Information Packet, 1977 STARBUCKS COFFEE COMPANY

**Activity 4** Answer the questions:

1. Which companies facilitate global communications?
2. Which company does not sell its products directly to the public through retail locations?
3. Which company does not provide technological solutions to its clients?
4. Which company emerged as the market leader as a result of buying out other companies?
5. Which company works with other companies to offer a new service to its clients?
6. Which companies have a strong position on the electronics market?
7. Which company eliminated some operations to concentrate on one business?

Discuss the following questions in pairs:

1. What other skills do you think international businesspeople need?
2. Where and how do people acquire the skills mentioned?
3. What can people do to improve their skills?

**Unit 2. Experience in working in different countries**

READING

**Activity 5** Skim three articles about a British sales manager experience in one of three different countries.

**Story 1**

Brilliant white walls, luxurious carpets and the soft hum of air conditioning. A British salesman sits a little uncomfortably in the office of a Saudi manager. An hour passes in little more than small talk – recent news, horse-racing, the Royal Family. The sales manager casually compliments his host on his taste in art and, after several futile attempts to refuse, ends up accepting a valuable-looking vase as a gift.

When the meeting finally gets underway there are almost constant interruptions and it is difficult to stick to any kind of agenda. People drift into the office unannounced, talk loud and excitedly and leave. Several subjects seem to be under discussion at once. It is sometimes difficult to be heard above the noise. The salesman smiles uncertainly as he accepts the third cup of hot sweet tea.

Five days later a second meeting is in progress. This time the questions are more direct. A senior Arab manager is present on this occasion, but says very little. The arrival of yet another visitor holds up the conversation by a further 40 minutes. The salesman tries hard to hide his frustration.

Meeting three. Terms are negotiated in a lively haggling session. The salesman finds the Saudis more easily persuaded by rhetoric than hard facts. They clearly want to do business. The question is whether they want to do business *with him*. Their initial demands seem unrealistic, but slowly they begin to make concessions. As the Arabs say, ‘When God made time, he made plenty of it!’

**Story 2**

São Paolo. 2 am. A jet-lagged British manager and his better-dressed Brazilian client wait outside the elegant restaurant in which they’ve hardly talked business all night. Their car is driven right up to the door. This is a good part of town, but you don’t want to be walking to the parking lot in a smart suit and expensive watch. The Brazilian suggests a night-club, but tomorrow’s meeting is scheduled for 9am, and maybe the manager has already had too many drinks.

By 9.35 the following morning the meeting’s about to begin. The salesman is introduced to everyone round the table in turn. A large number of them seem to be related. The conversation ranges from football to families to traffic problems and back to football. The atmosphere’s relaxed, but the salesman’s barely started his technical presentation before someone cuts in. soon everybody’s joining in the discussion with widely creative ideas of their own. If this is a negotiation, it’s hard to see how Brazilians are working as a team.

The manager is surprised to find his hosts so enthusiastic about the product he presents. Did he really win them over that easily – or will there be problems later on? The meeting has overrun. He decides to press them for a decision. All eyes turn to the boss. ‘We needn’t worry about contractual details at this stage,’ says the senior Brazilian manager, smiling, and his hand on the Briton’s shoulder. ‘I’m sure we can work something out. Let’s think about the future.’

**Story 3**

Rain beats against the mirror-glass windows of a Frankfurt office block. The British salesman’s appointment was fixed for 9.30. At 9.29 he’s shaking the hand of his prospective client and stepping into the spot-lit orderliness of the German’s office. Technical diagrams and flowcharts cover the magnetic whiteboard. A secretary brings a machine coffee in Styrofoam cups and it’s straight to business.

The sales manager starts to set up his PowerPoint presentation, but there is a problem loading the disc and he ends up borrowing the German’s top-of-the-range Fujitsu. He tries to make a joke of the problem – rather unsuccessfully. When he finally gets going, the objections seem to be raised to nearly everything in his proposal. ‘Are you sure this is a more efficient system?’ ‘Do you have figures to back that up?’ ‘Ah, we tried that before it didn’t work’.

Sixty minutes have been allocated to the meeting. An electronic alarm on the German’s watch marks an hour. Two minutes later there’s a call from reception to say the sales manager’s taxi has just arrived. He is accompanied to the lift staggering under the weight of six technical manuals, a 200-page printout of production quotas and a promotional video.

Over the next eighteen months the Germans have an endless supply of questions. Dozens of e-mails are exchanged and diagrams faxed before any agreement is reached. After the deal goes through, the sales manager is surprised to be invited to dinner at the German manager’s family home. But he never gets to meet ‘the big boss’.

**Activity 6** Look through the stories again and find information about the following points:

|  |  |
| --- | --- |
| relationship-building  time  hierarchy  power | interruption  delegation  technical matters |

Sometimes you need to read long texts very quickly. Do you know your speed of reading? Below is the strategy of how to do it productively and with a high speed.

**Unit 3. Globalization in Business: pros and cons**

**Activity 7** Read the following two opinions on globalization. Which one is closer to your own point of view?

‘As business and the media globolize, and we all eat the same food, wear the same clothes and watch the same films, we are all in danger of becoming the same as everyone else.’

‘Globalization is just about selling products and services to a connected world market. It’s not about culture. A Chinaman is no less Chinese because he wears Nikes and eats KFC.’

**Activity 9** Read the predictions some people made about business world in the future. These predictions were made in the end of the twentieth century, how much were they correct?

**VivekSood:** ‘In years to come, declining birth rates and consequently smaller numbers entering the work force, will make labour scarce. Job sharing and part-time workers will become far more commonplace. ’

**Ted Ochs:** ‘The glass ceiling will be broken as women and minorities finally take their rightful place in upper management; no longer will a Who’s Who of business leaders be an array of white male faces.’

**Peter Larsen:** ‘The distinction between leaders and their subordinates is diminishing. The corporation of the future will be less bureaucratic, more flexible and more creative. The structure will be leaner and flatter.’

**Richard Dantas:** ‘In the 21st century the majority of population will be dissatisfied with the quality and delivery of government services. Multinational corporationswill assume the current role of government and help to forget a new world order. Social security, police forces, health care and education will be provided by the private sector.’

**Activity 8** Answer the question**:** Which person thinks

business will become more hierarchical?

there will be less unemployment?

the state will provide fewer services?

there will be less prejudice and society will become more equal?

**Unit 4. Business cultures around the world**

*READING ACTIVELY*

When you read actively, you do not simply read to understand the words on the page. You think about how the ideas relate to what you already know, and you think about the implications of those ideas.

**Activity 9** Divide the class in two groups: A and B. Each group reads one texts about specifics of culture of a Sothern American or Northern American country. You try to find interesting and surprising facts and be ready to retell the text to your partner from another group.

Make conclusions about differences and similarities of two cultures.

**A.** Colombian Cultural information

**Telecommunications**

In Colombia, the phone is not used as much as it is in information-centered cultures like the United States. Important business is taken care of in person or on paper. A phone call is an inappropriate way to introduce oneself or sell something.

**Introductions**

One can introduce oneself or go through an agency in Colombia, but the most effective way to be introduced is through a common friend or contact. It is very important to be well connected to decision makers.

**Representation**

The character of the person who represents a business is more important than the character of the business he represents. This means that in the initial contact the most commonly asked question is: "Can I do business with this person?", not "Can we do business with this company?" Business relationships operate on a personal level and last a longer time than in the United States.

**Personal Connections**

In Colombia, the better connected a person is to important decision makers, the more attractive he or she is as a business partner. The more associations a person has, the more power that person has.

**Time**

Because personal relationships are important in business in Colombia, one expects to spend some time in the beginning to get to know each other. Trust and loyalty are the foundation of a good business relationship. They don't develop in a day. In the first contact, time is spent getting to know each other. A dinner talking about general interests, not about business, is a common way to begin a business relationship. The relationship may develop with small favors, frequent visits, and time.

**B** U.S. Cultural information

**Telecommunications**

In the United States phone communication is very common and accepted. Business meetings are frequently conducted on phones. Sometimes people work together for months or even years before ever meeting.

**Introductions**

In the United States one can use social connections to get introduced, but a social introduction is not as effective as it is in other countries. Doing a special favor for a friend is not a respected business practice. Introductions through trade associations are a fairly commonpractice. For salespeople it is even more common to directly introduce oneself without the help of a third party.

**Representation**

The character of a company is more important than the character of the person representing the company in the United States. The question one asks in the first contact is, "Can we do business with this company?" Businesspeople change jobs frequently. These frequent changes encourage U.S. business relationships to focus more on the companies than on the individuals representing the companies.

**Personal Connections**

Succeeding without the help of special personal connections shows independence and an ability to work hard. These qualities are highly respected. Working on your own does not hurt your reputation. As a matter of fact, the more powerful a person is, the more isolated the person can become.

**Time**

"Time is money" is a common saying in the United States. In making initial contacts, very little time is spent on building social relationships. Conversation is quickly focused on business. If there are any dinners or social events they are mainly used to discuss business, not other interests. The home office usually pressures the salesman to get the account as quickly as possible.

Answer the questions

1. What do you know what you did not know before?
2. Have you changed you views? Why, why not?

*READING CRITICALLY*

Before reading the whole text you usually read the title and intuitively think back on your knowledge of the text idea. After reading you make up your opinion on the text. To do it successfully when you read you should read critically. That is develop the habit of assessing if the problem can be looked at in another way.

**Activity 10** Read the text and answers the questions below.

**Names and titles**

There are many different traditions for addressing people in the world. In some cultures people use each other's first name imme­diately. In other cultures, the first name is only used by close friends and family. And in some cultures the first name is the family name and the second name is the given name.

A partner in one of New York's leading private banking firms went to Singapore to meet one of his clients. In Singapore there are three different cultural traditions: Chinese, Malaysian, and English. His clients were ethnic Chinese.

The banker wanted to do everything correctly, so on his way to Singapore he memorized the names of the three representatives he would meet. In the first meeting with the representatives and some other business contacts, he began by addressing the top man, Lo Win Hao, as Mr. Hao. As the meeting continued, he made sure to address each representative by name. After a while, one of the contacts passed a note to the American banker. The note said "Too friendly, too soon."

**Activity 11** Answer the questions. First on your own and then share the ideas in the group of three.

1. Have you ever been called by the wrong name or had your name pronounced incorrectly? How did you feel? What did you do? Did you correct the person or ignore the mistake?
2. Why is it important to know about the traditions for address­ing your foreign business partners?

**Activity 12 Choose a country and find out** about traditions of names and titles in it. Report it to the group next class

**КОНТРОЛЬНО-ИЗМЕРИТЕЛЬНЫЕ МАТЕРИАЛЫ**

Контрольно-измерительные материалы (КИМ) предназначены для проверки знаний студентов в конце семестра (если дисциплина завершается только зачетом) или на экзаменационной сессии, если дисциплина завершается экзаменом.

Текущий контроль осуществляется в течение всех семестров обучения в виде небольших письменных работ, лексических тестов различного характера, устных опросов по пройденному материалу и выполнения домашних заданий.

Для оценки умений построения словаря и письменного общения предлагается выполнение тестов по соответствующим темам.

Оценка планируемой профессионально-ориентированной иноязычной компетенции, которую требуется сформировать в рамках дисциплины «Профессиональный иностранный язык», осуществляется по следующим результатам (формам контроля):

1. Входного контроля в форме ролевой игры, определяющего входной уровень сформированности иноязычной коммуникативной компетенции студентов на момент поступления в специалитет.

2. Текущего контроля, определяющего уровень владения студентами языковым материалом и степени сформированности языковых навыков и речевых умений профессиональной направленности за определенный период времени в рамках рабочей программы.

Текущий контроль реализуется на каждом занятии и включает в себя: письменные домашние задания, письменные отчеты по самостоятельной работе, контрольные работы, рефераты, устные опросы и др. Текущий контроль призван обеспечивать своевременную обратную связь, способствовать улучшению качества образовательного процесса, выявить отклонения от рабочей программы в ходе учебного процесса и при необходимости своевременно внести коррективы в программу. Текущий контроль по дисциплине «Профессиональный иностранный язык» проводится преподавателями обеспечивающей кафедры ИЯ по учебно-методическим материалам, используемым в образовательном процессе.

3. Итогового контроля в форме экзамена, проверяющего сформированность профессионально-ориентированной иноязычной компетенции студентов за цикл обучения. Итоговый контроль в виде экзамена проводится по окончании 6 и 7 семестров. Объектом контроля является достижение студентами заданного рабочей программой уровня владения профессионально-ориентированной иноязычной коммуникативной и межкультурной компетенцией (A2 – B2), а также заявленных в программе общекультурных и профессиональных компетенций.

Итоговый контроль в виде экзамена проводится по всем тематическим разделам 6 и 7 семестров в форме самопрезентации / презентации темы научного исследования. Устная речь в монологической и диалогической форме проверяется в форме пересказа текста по темам, включенным в курс обучения, и собеседования с преподавателем по выбранной теме. Оценка освоения материала проводится в рамках комплексного уровня сложности.

**Тесты по модулям**

**Module 1. Business and Society**

**Task 1. Find a word related to each clue. The first letter has been given to help you.**

1 The company that sells the most of a particular type of product is the market ........ .

2 Very profitable business is sometimes called ................ business.

3 Your business contact details are on your business ................... .

4 Your company ................... staff.

5 The market ............. is measured as a percentage.

6 Large companies are ............. into different areas.

1 L \_ \_ \_ \_ \_

2 B \_ \_

3 C \_ \_ \_

4 E \_ \_ \_ \_ \_ \_

5 S \_ \_ \_ \_

6 O \_ \_ \_ \_ \_ \_ \_ \_

**Task** **2. Make questions for the following answers. Use the words in brackets to help you.**

1 What ....................................................................................................? (*responsibility*)

I’m principally involved in the management of peop1e.

2 How....................................................................................................? (*responsible*)

I have a team of 25 managers who in turn manage their own teams of up to 20 people.

3 What ....................................................................................................? (*deal with*)

I sometimes have to get involved in disciplinary situations.

4 What ................................................................................................. in your job? (*qualities*)

Patience and being a good listener are vital.

5 How ................................................................................................ pressure? (*cope with*)

Pressure only builds up when it is not managed effectively. I believe good organisational skills and confidence are necessary to manage such situations.

6 Do you ever ............................................................................ visitors? (*take care of*)

I sometimes entertain people from Canada and the United States.

7 Are ............................................................................ office social events? (*involved in*)

I help to organise the Christmas party and also the annual golf trip.

8 Do you ............................................................................? (*deadlines*)

I often have to produce reports at short notice.

9 How do ............................................................................ meetings? (*contribute*)

I help them by saying that everyone’s view is important when making decisions.

10 Do ............................................................................ good idea? (*job swapping*)

I think it can be a very positive experience that helps develop communication and confidence.

**Task** **3. Choose the best word or phrase from the box to fill each gap.**

|  |
| --- |
| risks invest shares  commercial property stocks  mortgage stock market |

(2) ........................ and (2) ........................ are two of the most common ways to invest money. However, their success depends on the (3) ................. .................. and rates of interest. Alternatively, you could (4) ........................ in a second house, but the rent must cover your (5) ........................ and maintenance costs and still make a profit. Other more exciting options inc1ude buying a share in (6) .................... ...................., if rents and property demand are high, or supporting a new business. Both of these do bring higher (7) ........................ with them though.

**Task** **4. Decide which of the alternatives (A-J) each speaker is talking about. Write the letter of your answer in the box at the end of the sentence. There are three alternatives that you don’t have to use.**

|  |  |
| --- | --- |
| 1 ‘I receive this on a regu1ar basis from my investment in the company.’ |  |
| 2 ‘Everything I own.’ |  |
| 3 ‘We needed this to buy our house.’ |  |
| 4 ‘Putting money into this should give us more money in years to come.’ |  |
| 5 ‘If you borrow money, you should look around for a low one of these.’ |  |
| 6 ‘My company rents a 1arge office building.’ |  |
| 7 ‘We’re the people who own the company.’ |  |

|  |  |  |
| --- | --- | --- |
| A interest rate | B dividends | C investment |
| D mortgage | E commercial property | F shareholders |
| G property | H bonds | I assets |
| J shares |  |  |

**Task 5. Decide which of the alternatives (A-D) each sentence or phrase is used for. You will need to use some alternatives more than once.**

|  |  |
| --- | --- |
| 1 I see what you mean but . . . |  |
| 2 I think . . . |  |
| 3 What about . . . ? |  |
| 4 That’s true. |  |
| 5 You’re probably right. |  |
| 6 I’m not sure about that. |  |

1 A Asking for opinions

2 B Giving opinions

3 C Agreeing

4 D Disagreeing

**Task 6. Find a word related to each clue. The first letter has been given to help you.**

1 Our personal service aims to meet the needs of the ............................................... .

2 A wide ............................... of services can be offered to suit all customers.

3 When customer service is outstanding it is .................................................... .

4 When a customer has exact needs a service can be ................................................ .

5 The manufacturing ........................................ is in decline but service is growing.

6 A customer may be unhappy because the service is .................................................. .

7 Sometimes there is a ........................................ if you require additional service.

8 Many companies ........................................ different levels of service – bronze, silver and gold, for example.

9 Many top hotels are ..................................................... star.

10 Exceptional customer service can be ................................................. .

11 When helping customers, employees must be .................................... to respond.

12 The opposite of expensive is ..................................................... .

1 I \_ \_ \_ \_ \_ \_ \_ \_ \_

2 R \_ \_ \_ \_

3 E \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

4 T \_ \_ \_ \_ \_ \_ \_

5 S \_ \_ \_ \_ \_

6 U \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ \_

7 C \_ \_ \_ \_ \_

8 O \_ \_ \_ \_

9 F \_ \_ \_

10 P \_ \_ \_ \_ \_

11 Q \_ \_ \_ \_

12 C \_ \_ \_ \_

**Task** **7. Decide which of the alternatives (A-H) each speaker is talking about. Write the letter of your answer in the box at the end of the sentence.**

|  |  |
| --- | --- |
| 1 ‘Can we meet next week some time?’ |  |
| 2 ‘I’ll send an email to confirm.’ |  |
| 3 ‘We spoke on the phone yesterday.’ |  |
| 4 ‘I’m afraid I have to be in a meeting all day on Friday.’ |  |
| 5 ‘What day would suit you?’ |  |
| 6 ‘Could we meet the following day instead?’ |  |
| 7 ‘Unfortunately, I’ve got a problem with that day now.’ |  |
| 8 ‘I hope it’s not a problem for you.’ |  |

A Referring to last contact

B Suggesting a meeting

C Fixing a time for a meeting

D Confirming an arrangement

E Changing an arrangement

F Explaining the reason for changing an arrangement

G Finding a new time for a meeting

H Apologising for changing an arrangement

**Task 8. Write one word in each gap to complete the emails. The first letter has been given to help you.**

Dear Mr Hunter,

Thank you for your email.

Please accept my (1) a............................. for the faulty goods that you received last week. I can (2) a............................ you that this will not happen again and that we will replace your goods immediately. The faults were (3) d............................. to technical problems in our production department and I am (4) p............................. to tell you that production is now back to normal.

If I can be of further (5) a........................... , p1ease do not (6) h......................... to contact me.

Best wishes,

Dear Anna,

(7) U.......................... we are going to have to postpone our meeting next week. The (8) r............................. for this is that I have to attend an important client meeting in Dublin. It is still very (9) i........................... that we meet we (10) m........................... try to fix a new time for either Thursday or Friday. Can you let me know which day is best for you? I have good (11) n.......................... about the order so I will bring the details with me next week.

Please (12) a......................... my apologies for having to change the meeting date. I look forward to seeing you soon.

Regards,

**Task 9. Choose the best alternative to fill the gap.**

1 Another name for Human Resources is *Personal / Personnel*.

2 If company need reduce their number of staff they have to *lay employees off / lie employees off*.

3 Reducing the number of employees in a company is called *downsizing / upsizing*.

4 Recruitment is all about *taking on new employees / taking over new employees*

5 The money that people earn per year is their *celery / salary*.

6 The monitoring of employee performance is called *appraisee / appraisal*.

7 *Expectation / expatriation* is when international companies place employees and their families abroad.

**Task 10. Write one word in each gap to complete the sentences. The first letter has been given to help you.**

1 I’ve m.................................... to book the early morning flight so I can arrive in time for the meeting.

2 I’d 1ike to book a n.................................... room for Thursday night, please.

3 Could you arrange for a d.......................... to pick us up from the airport?

4 We will be d.................................... from Heathrow at midday.

5 The flight r.......................... from Schiphol on Friday afternoon.

6 Please would you send me d.......................... of the Hilton Hotel at Gatwick?

**Task 11. Complete the sentences with a word or phrase from the box.**

|  |
| --- |
| well-constructed state of the art massive  tough sophisticated tailor-made |

1 To match the client’s requirements exactly, the product will have to be ................................................. .

2 This is the most modern technology available on the market at the moment – it’s .............................................. .

3 The size of this project is huge – in fact, it’s ..................................................!

4 The quality of this product is superb. It’s extremely............................................. .

5 The technological solution for this was very complex and ......................................... .

6 During tests this product proved to be.......................................... and resilient.

**Task** **12. Write one word in each gap to complete the sentences. The first letter has been given to help you.**

1 We are m........................... involved in consulting.

2 We started o........................... with just myself and my husband.

3 We work mainly by word of mouth, so f........................... we need to get to know the new client’s business.

4 T..........................., if we are still interested in them and them in us, we discuss requirements in more detail.

5 Our clients don’t work in 9 to 5 industries, so we often work from first thing in the morning u........................... late at night.

6 At the m..........................., all the consultants are working on large projects.

**Module 2. Working internationally**

**Task 1. Make questions for the following answers.**

1 Where …………………………………..?

I’m from Geneva.

2 What ..…………………………………..?

I’m an accountant.

3 Who ...…………………………………..?

I work for Syngenta.

4 What ..…………………………………..?

I’m working on a new crop protection product.

5 Where …………………………………..?

I work mainly in Geneva or Zurich.

6 How ……………………………………..?

Usually twice a year for financial meetings.

7 Where …………………………………..?

I’m in the Hilton near the airport.

8 Is ………………………………………..?

Definitely. The market is expanding quickly right now.

**Task 2. In each sentence there is one wrong word. Underline the wrong word and write the correct one on the right.**

1 It wasn’t an easy decision but it were a quick one – I was doing my accounts at the time! ......................

2 My wife and I were thought about starting up our own business. .......................

3 She was travelled a lot in her job as a Sales Manager. ......................

4 I was nervous about going it alone. .................

5 We celebrate my 35th birthday when we told our families and friends of our new plans. .......................

6 It was taking only three months before we opened for business. .......................

7 Our new sales and marketing consultancy were based on our previous business experience. .......................

8 We were amazed how many small companies were contacting us. .......................

9 Alter only six months we were employing another consultant to work with us. ......................

**Task 3. Write one word in each gap to complete the replies. Then write another reply to each question, with the same meaning. Use the words given in brackets.**

1 A: Did your exam go well?

B: (a) Actually, it wasn’t ……… ……. ……... . I expected. *(difficult)*

(b) ………………………………...…….……. . *(easier)*

2 A: Did you enjoy your holiday?

B: (a) I didn’t enjoy the second week ........... .......... ........... the first. *(much)*

(b) …………………………………………. . *(better)*

3 A: Did you manage to finish the book?

B: (a) Actually, it didn’t take me ........... .......... ........... I thought. *(long)*

(b) ………………………………………. . *(quickly)*

**Task** **4. Write sentences to compare the following, using adjectives from the box.**

|  |
| --- |
| expensive tall cold cheap  healthy fast quiet slow |

1 Russia / Morocco

2 Empire State Building / Eiffel Tower

3 Villages / cities

4 Salad / chips

5 Planes / cars

6 Silver / gold

7 Dial-up / broadband

**Task 5. Write one word in each gap to complete the sentences. The first letter has been given to help you.**

1 One of the biggest *m*.................... companies is Coca-Cola.

2 *E*................. friendly products are sometimes known as green products.

3 Zac believes that *d*..................... countries need help with ‘clean’ energy.

4 *I*....................... look for a return for their money.

5 Colombia *e*........................ coffee all around the world.

6 I didn’t receive much *i*....................... on my savings.

**Task 6. Write the formal or informal alternative.**

1 Formal: Dear Mr Taylor

Informal: ..................................................

2 Formal: ....................................................

Informal: How’s it going?

3 Formal: I am writing regarding the meeting.

Informal: ..................................................

4 Formal: ....................................................

Informal: Send me (…..) when you can.

5 Formal: Please do not hesitate to call if I can be of any assistance.

Informal: ..................................................

6 Formal: .....................................................

Informal: That’s all.

**Task 7. Complete the conversation by putting the verb in brackets into the correct form of the past simple, the present perfect simple or the present perfect continuous.**

A: Can we have a quick chat about the man you’re interviewing this afternoon, John?

B: Yes, of course. Is everything OK?

A: Yes, no problems. I just wanted to check a few details. Now, he (1)........................ *(join)* Whyler Hemmings from university. Is that right?

B: Yes, that’s right. He was there for four years. He then (2) ........................ *(take)* a more senior role with Carter Fitzpatrick in the USA for three more years – did very well, too.

A: When did he start at Evans Jones then?

B: Well, since 1997 he (3) ....................... *(live)* back here in London. So since then.

A: Yes, I (4) ....................... (*receive*) a reference for him from them. He’s still there, isn’t he?

B: Yes, he (5) ..................... (*do*) very well there for some years now. He’s still leading their top team.

A: Yes, I hear that he (6) ..................... (*established)* himself as a key player.

**Task 8. Mark the linked words in these sentences.**

1 Are you going to the meeting this afternoon?

2 I’ll see if I can go on Monday.

3 Have you got a lot of work to do?

4 Would you 1ike to work in America?

5 How many employees do you have?

6 I’ll arrange for a taxi to the airport.

**Task 9. In each sentence there is one wrong word. Underline the wrong word and write the correct one on the right.**

1 If we were emigrate to Spain, it will be cheaper.

...............................................................................................

2 If people getting the opportunity, they will choose to work from home.

...............................................................................................

3 If people feel that they have no impact on politics, they didn’t think about the future.

...............................................................................................

4 We see lots more global trade if the internet becomes more important.

...............................................................................................

5 I phone you if I hear any news.

...............................................................................................

6 I won’t go to Paris if I can fly there.

...............................................................................................

7 We will enjoy life more if we stopping working.

...............................................................................................

**Task 10. Decide which of the alternatives (A-G) each sentence describes. Write the letter of your answer in the box at the end of the sentence.**

|  |  |
| --- | --- |
| 1 Goods or services that are of a very high quality, are exclusive and often expensive. |  |
| 2 An attempt to try to predict future sa1es. |  |
| 3 Communication with potential clients by phone, to tell them about your services or products. |  |
| 4 Sending sales information to potential clients by post. |  |
| 5 Asking people what they would 1ike to buy. |  |
| 6 The business that tries to persuade people to buy certain services or products. |  |
| 7 The activity that publicises and tries to sell a product or service. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| A sales forecast | B cold calls | C advertising | D mailing |
| E promotion | F up-market | G market research |  |

**Task 11. Choose the best alternative from the box to fill the gaps.**

|  |
| --- |
| motivation direction depressed  positive stress realize achieve |

1 Peop1e often turn to 1ife coaches when they feel .......................... and that they need to change something in their lives.

2 A life coach can help to reduce ....................... in both our personal and professional life.

3 Perhaps your ....................... has fallen and you no longer enjoy your work.

4 Maybe you need to look at changing ..................... . And finding a new career.

5 You need to change the negative feelings about your 1ife into more ........................... ones.

6 By discovering what you really want to do you might .......................... your true potential.

7 You could surprise yourself with what you can ...................... when you are a happier person.

**Task 12. Put the verb in brackets into the correct form for each sentence.**

1 My shares in Coca-Cola have ................................ (*grow*) signiftcantly over the past few months.

2 Revenue ................ (*fall*) sharply last quarter.

3 Poor advertising has ................ (*reduce*) sales.

4 House price will probably ................ (*fall*) by the end of the year.

5 The ..................... (*grow*) in the IT industry has been massive.

6 Security at small airports needs to be ........................ (*increase*).

7 The demand for these products has ................... (*decrease*).

8 Can you remember how much our investment ...................... (*grow*) by last year?

**Texts for additional reading**

**Module 1. Business and Society**

**THE MANAGAMENT CHALLENGE**

Key terms: analytical skills, communication skills, competitiveness, computer skills, conceptual skills, controlling, decisional roles, first-line management, informational roles, interpersonal roles, leading, management, management level, managers, middle management, organization, organizing, people skills, planning, quality, role, skill, technical skills, top management, zero defects.

**Discussion questions**

1. How can managers performing the roles described by Mintzberg address the quality and competitiveness concepts?
2. Name some international pioneers of quality who have encouraged increased attention to quality.
3. Prove the necessity to establish a Malcolm Baldrige National Quality Award in the United States.
4. Intense competition forces them to consider or use questionable practices to compete. Do you accept or support this position on ethics? Why?
5. Is it possible to build a production plan that has or doesn’t permit any defects in the manufacturing process? Explain.
6. Application
7. Visit a service organization and prepare a brief report on the services that would improve a customer’s satisfaction with their business.
8. Interview two or three managers and ask them to describe how they plan, organize, control, and lead. Can they describe these functions without your helping them or giving them examples? Why?
9. What are the four best products that you purchased in the past three months? What characteristics encouraged you to cite them as the best?

**Competition: fact and Fiction**

“Declinism” has been persistent in America ever since the first oil shock in 1973 shook the self-confidence characterizing the country after the Second World War Since then, Japanese companies' success in highly visible markets such as consumer electronics and cars, together with a flood of imported products from dozens of other countries, has added support forecasts of America's economic decline. In the 1980s doom mongering became not just the specialty of a few vocal Jeremiabs, but positively fashionable.

Now, with a recession dragging on longer than expected, to say that American business can no longer compete and that Americans have lost their ability to innovate is no longer controversial – its conventional wisdom. The belief that American business is no longer competitive is wrong. Thousands of American firms, both big and small, remain among the most competitive and innovative in the world. The danger is that remedies designed to cure a supposed decline in competitiveness will actually help bring one about.

American firms lead in a slew of technology-based industries: computer software and hardware of all types, microprocessor chips, aerospace, pharmaceuticals, biotechnology, new materials, energy, and environmental control. American companies that are world beaters in these fields include General Electric, Microsoft, Apple, Motorola, Cypress Semiconductor, Intel, etc.

Even the Japanese agree that America remains ahead in many leading high tech industries. When the Japanese government's Economic Planning Agency surveyed 110 critical technologies in 1991, it concluded that American firms dominated 43 of them, Japanese firms 33, while European and others the remaining 34. Clearly, American firms continue to innovate. Whether they'll stumble in the future is another matter.

Outside such high-tech industries, it's also possible to identify plenty of world-beating American firms among consumer goods companies: Procter & Gamble, Philip Morris, and Johnson & Johnson are among the world's best. Walt Disney is another American "brand" that can hold its own against any entertainment company. Time-Warner, squeezed as it is by self-inflicted debts, makes plenty of money exporting Madonna records and reruns of American soap operas. In fact, American firms dominate the world's entertainment industry. American firms and television programs are finding new markets in Eastern Europe and Southeast Asia, as well as new media outlets, such as satellite television.

Service industries are another area in which America has world-class companies, though many services aren't internationally traded, making international comparisons difficult. But where they are, such as the fast-food industry, America reigns supreme. There are no European or Japanese fast-food chains to rival McDonald's, Pizza Hut, or Kentucky Fried Chicken.

One big international service industry in which America remains a clear leader is construction engineering - the building of sophisticated plants. Well-trained work forces have made Bechtel, Fluor, Parsons, and Jacobs successful around the globe. “Whenever there is an open competition overseas, an American firm tends to win," says Joseph Jacobs, founder of Jacobs Engineering.

Far from being uncompetitive in manufacturing, America is actually one of the industrial world's cheapest producers of many goods. This is partly due to the cheap dollar, which has fallen by half from its 1985 value against the yen and the deutsche mark. But, just as important, America has the highest level of productivity of the big OECD economies. Data on absolute productivity are always years out of date, but a study using OECD figures show that in the mid-1980s America produced almost twice as much for every labor-hour worked, across the entire economy, as Japan. One reason for this is Japan's notoriously inefficient services. But even in manufacturing, America's output per labor-hour was roughly the same as Japan's and 50 percent higher than Germany's.

But, claim the doom Sayers, even if this is true, America's productivity is growing more slowly than other countries', so Japan is now pulling ahead and Germany is rapidly closing the gap. False. America's productivity growth for its entire economy (the figures most commonly waved around) has been the slowest of the big industrial economies in each of the past three decades, but productivity is difficult to measure in services, which account for a larger percentage of America’s output than other countries’. Figures for manufacturing alone tell a different story. America did have slower productivity growth in manufacturing than Japan and Europe in the 1960s and 1970s, but America's productivity spurted in the 1980s, growing by an average of 3.4 per cent a year, faster than both Japan and Germany's growth.

The best and brightest people from other countries have regularly sought to make their fortunes in America. After below Japan's share of international patent applications in the late 1980s, the United States registered 30 percent of all international patent applications by 1990, while Japan registered 24 per cent. Skilled immigrants from Europe and Asia have played a big part in building many of America's high-tech industries. An estimated one third of the engineers working in Silicon Valley were born in Asia. Growing numbers of these Chinese, Korean, and Indian engineers are establishing their own firms in California with the help of money from family and contacts abroad. If such firms succeed, they'll help keep America competitive. In any high-tech rivalry with Japan or other East Asian countries, one Wall Street banker predicts, “America will win because our Asians will beat their Asians." There's no reason to be alarmed about that.

**Reflective questions**

* 1. What role has quality played in Japan's success competitive markets?
  2. Why is it inaccurate to conclude that American firms, large and small, are no longer globally competitive?
  3. Why should Americans not be complacent about global competition?

**Russian Workers and American Managers**

Managing is a difficult job throughout the United States. Managers have trouble satisfying everyone their peers, subordinates, and superiors. If American managers have a difficult job, Russian managers may face the impossible. In Russian enterprise, managers confront poor machinery, a lack of raw materials, and a work force whose work ethic has been suppressed since the 1917 revolution. But opportunities to locate plants, offices, and buildings in Russia are so attractive to American and other investors that learning about Russian management thinking and practice has become important.

Polaroid Corporation has a circuit board plant about 60 miles south of Moscow in Obninsk. The plant produces about 70,000 circuit boards a month for the company's instant cameras. In the plant, Polaroid has introduced new equipment and cleanliness that still surprise Russians. After all, old equipment and messy work areas have been the rule for over 75 years in the Russian republic.

American managers staff a number of key positions in the Obninsk plant, which has the reputation of being efficient and able to produce high-quality circuit boards. In other plants that are still state-controlled and managed by Russians board defect rate is 10 percent. Zero defects are considered an impossible goal. In the Obninsk plant, the defect rate is one half of 1 percent. Not yet at zero defects, the plant is still trying.

Is it the technology, the management, the work force‘s morale, or all these factors that have made the Obninsk plant a success story? The Russian economy must produce many more Obninsk examples to turn itself around. The boards produced at the plant have resulted in discussion about customer satisfaction, fun in the workplace, and reasonably priced products. Ten years ago such issues were of no concern to plant managers in what was then Soviet Union.

The joint American-Russian venture has resulted in 24,000 cameras sold in Russia. However, it's estimated that over 2.4 million cameras could be sold. Demand for high-quality reasonably priced cameras is strong. Lines form early every morning at Polaroid’s shop. Sales personnel have been trained by Polaroid to be courteous and responsive. These sales characteristics like the sparkling plant are new experiences in Russia. Of course there are many other new thoughts and events occurring in Russia.

For years Soviet workers were depicted by the Western press as loafers and thieves. Polaroid executives heard these depictions before setting up the Obninsk plant. However, after meeting some Russian workers, they decided that clean workplaces, equitable pay, and teamwork would be effective in Russia. Polaroid pays workers almost twice the average of Moscow factory workers. This has led to high demand to work for Polaroid as well as workers who respond to incentive pay plans.

Years of central command control in the Soviet Union appear to have devastated the economy, but haven't dampened Russian workers' enthusiasm for work, quality products, and learning. Managing the Russians has been a delightful experience for American expatriates in Obninsk. Still, skeptics question whether Russian managers can take over key positions and operate the plant without any American managerial guidance. There's also the issue of whether concern about quality is genuine. How long will this concern for quality last?

**Reflective questions**

1. What roles must an American manager practice in the Russian Obninsk plant?
2. Should Polaroid use Russian managers in all managerial positions? Why?
3. How will competition influence American managers' managerial practices in the Obninsk plant?

**THE EVOLUTION OF MANAGEMENT**

Key terms: behavioral science approach, bureaucracy, contingency management approach, decision and information sciences (DISC), approach, Hawthorne effect, Hawthorne studies, human relations approach, open system, scientific management, system.

**Discussion questions**

1. What role did Elton Mayo play in advancing the understanding and practice of management?
2. Is there a universal contingency explanation of what motivates workers? Explain.
3. How did Frederick Taylor’s background influence his approach to studying management?
4. Why is there no best way to manage office employees?
5. Why is it accurate to consider a firm such as General Mills to be an open system?
6. How did Peters and Waterman’s *In Search of Excellence* affect interest in management?

**Application**

Examine additional historical accounts about early management pioneers. Whom would you include in a list of pioneers that isn’t mentioned in this chapter? Tell us about a missing pioneer.

Interview two managers and ask them to describe what historical figures influence their style of management.

Select three specific techniques that the decision and information sciences approach to management has contributed to practitioners. After you select three techniques, ask a manager whether the techniques you selected are being used and, if so, where.

**Cummins Engine Company and Competitiveness**

Since the l970s American manufacturers have encountered widespread and now growing criticism for their lack of innovativeness and quality. Companies that for years had conducted business with stable, reliable markets have been losing market share to Japanese and other foreign businesses. Are any management principles developed years ago suited for the present era of competitiveness? This serious question isn't yet properly answered.

In a wide range of industries, from steel to semiconductors, American buyers have been turning to foreign suppliers who've more responsive to individual needs and who produce higher-quality products than U.S. suppliers. The classical, behavioral and decision and information systems approaches to management don't seem responsive enough to allow American firms to compete. Some writers have called this the "innovation gap”.

Cummins Engine Company, a leading maker of heavy-duty diesel engines for trucks has long been known for its policies of social responsibility. As an example of this social orientation, CEO Henry B. Schacht said in 1990. "Some say the company's goal should be to maximize shareholder value. . . . I say no. [The company’s goal] is being fair and honest and doing what is right when it is not to our immediate benefit." Despite these high-sounding phrases, however, in the mid-1970s the company faced increased competition from abroad and decreasing market share at home. Why? Foreign competitors were able to meet customers ‘particular needs more quickly and with better quality than Cummins. Due Cummins engineer said, ''Customers had come to expect increasing attentiveness and unprecedented quickness of response to their individual needs." The company slashed prices 20 to 40 percent in an effort to maintain market share. Clearly, the future looks bleak. Something has to be done to regain competitiveness in the new global arena.

Cummins was feeling pressure to respond to customers’ demands that warranted lower-volume production runs for new and customized engine models. Still, many customers were attached to their vintage Cummins engines and relied on the company to continue to supply parts. Both of these pressures called for low-volume production runs. However, Cummins was organized for high-volume production and low-volume parts, which only clogged the process. Investigating other companies' responses to such pressures, Cummins found something called a "flexible factory" shaping the competition in durable goods manufacturing.

Most factories are laid out according to process. Batches of parts shuffle from one department to another. One drawback to this type of process is that it takes a lot of time for half-finished parts to move from department to department. Cummins found that to eliminate this problem, many manufacturers have grouped their machines into clusters called cells. Dedicate to a narrow range of parts. These machines are then tended by one or two operators. Striking improvements in production time almost always result from a move from the traditional manufacturing setup to the cells arrangement. However, Cummins learned that this innovation alone is inadequate to the challenge of greatly proliferated product line.

What the company also needed was the ability to change tools and fixtures quickly. Machines that allow for this quick change are called flexible machines. This innovation would enable shorter runs of specialty orders. The concept of speed wasn't discussed by Taylor, Barnard or other classical experts, who emphasized efficiency. In today's world efficiency is still important, but speed is also a top priority.

Cummins realized that to face the new manufacturing competition it needed large-scale innovation and reorganization of its facilities. Each separate innovation eventually implemented cells, flexible machines, and high-volume, low-volume product lines – was inadequate in its own to meet competitive pressures. But the company found that carefully implementing each at the same time gave it the type of flexible factory needed to compete. Aggressive, simultaneous implementation of multiple innovations was the key to renewed competitiveness for Cummins Engine Company.

**Reflective questions**

1. Does the contingency approach to management offer any ideas or suggestions to Cummins for coping with competition?
2. Can Cummins' emphasis on speed harm employee morale. Why?
3. Why must Cummins use an open systems approach to address competitors' behavior?

**Faberge Jewelry: A Long Russian History**

At the turn of the 19th century Peter Faberge, the grandfather of the celebrated jeweler moved from Schwedt-on-Oder to Parnu in the Russian region of Eastland, now part of Estonia. Here in 1814, was born his son Gustav, founder of the famous company and father of Peter Carl Faberge.

Destined to become the most famous of the Faberge's, Carl studied in Germany, Britain, Italy, and France. In Dresden he examined the treasures of the kings of Saxony and learned business acumen from studying the experiences of Johann Dinglinger, who produced jeweled objects for Prince Friedrich August I.

In 1570, at the age of 24, Carl came to St. Petersburg, Russia, to take over his father's business. Ten years later, having gained financial independence, he shifted his company's headquarters to a spacious mansion on Bolshaya Morskaya Street.

Faberge was soon to enjoy his first taste of success. He won a gold medal at an all-Russian exhibition, praise from Alexander III, and the title of Jeweler to His Imperial Majesty and to the Royal Hermitage. Four years later, in 1885, he won international recognition in the form of a gold medal.

Faberge's greatest successes both at exhibitions and with the closely related royal families of Europe were his famous Easter eggs containing jeweled gifts. The first golden Easter egg was seen at the Nunberg Exhibition. Inside the white, enamel-coated egg was a golden yolk, inside the yolk was golden hen, and inside the hen were surprise gifts of an imperial crown and a ruby pendant. The idea of jeweled Easter eggs was itself nothing new: the tradition of presenting Easter eggs, generously decorated by court jewelers, dates back to the time of Louis XV.

Faberge viewed the Easter eggs for the tsar's family as more than just valuable trinkets. The famous Moscow Kremlin Egg (1904) employs a short but comprehensive formula, catching the most characteristic features of the architecture of the Kremlin walls, towers, and cathedrals. The 1913 Jubilee Egg, celebrating the 300th anniversary of the Romanov dynasty, is a monument to Russian history, complete with maps of the empire and royal portraits, set out in such a way that one can easily tell which royal figures were the favorites of Russia's last tsar.

Carl Faberge was not only bursting with new ideas, he was also an outstanding production manager. At its prime, the Faberge' firm employed more than 500 craftsmen, including the Russians, the Swedes, the Germans and the Estonians. Faberge' encouraged each of them to develop his own distinctive style. Yet, despite the diversity of style and the range of Faberge products, the firm's goods are always recognizable and are always of a high quality.

The Faberge trademark was a guarantee of quality. In addition, leading artists were authorized to mark their work with their personal stamp. The key ingredient of the firm's success was employing talented jewelers, metalworkers, cutters, and engravers. Having studied extensively, Faberge dedicated constant attention to training craftsmen in Russia and abroad. He groomed a team of specialists second to none, with each a master craftsman.

The firm didn't only specialize in manufacturing unique masterpieces for members of the tsar’s court, aristocratic families, and rich industrialists. It was also famous for its quality mass produced articles: snuff boxes, lacquered boxes, vase stands, flowers, signets, photograph frames, and decorative figurines carved from cut stone. These were sold at more moderate prices than his expensive one-of-a-kind masterpieces. All the utensils for the Church for the Cavalry Guard Regimen in St. Petersburg were made by Faberge Company.

**Reflective questions**

1. In historical discussions of management why is there little any mention of Russian or Soviet management practices?
2. How did Faberge achieve and maintain a reputation for high quality products?
3. The case noted that Faberge mass-produced quality products. How was this possible?

**Module 2. Working internationally**

**SOCIAL RESPONSIBILITY, AND ETHICS**

**Key terms:** code of ethics, culture, dominant culture, ecology, environmental analysis, environmental diagnosis, ethics, external environment, General Agreement on Tariffs and Trade (GATT), Gross Domestic Product (GDP), Gross National Product (GNP), internal environment, productivity, social responsibility, technological innovation, technology, values.

**Discussion questions**

1. What is an organizational culture and how does it influence employees’ performance?
2. In ecological terms, how can a product be environmentally friendly?
3. What are the implications of a sluggish productivity rate for a manager facing employees’ demands for wage and salary increases?
4. Values are important to every individual. Why would the values of an increasingly diverse work force be difficult to determine?
5. What does the concept of learning to learn have to do with the need for a work force that must use a range of skills to perform their jobs?
6. Explain why codes of ethics aren’t always effective.
7. Many organizations are considered to be socially reactive. What does this mean in practical terms?

**Application**

Conduct your own informal poll of 10 businesspersons and 10 students. Ask them to rank the seriousness of environmental problems listed in Table 3-4. What did you determine? Are there differences? Why?

Ask a few businesspersons, friends, and peers to describe what they think comprise an organization’s culture. What did you find in the terms and phrases they use? Is there confusion about what you meant by the term *culture*?

Conduct your own study of the understanding of work force diversity in your school or workplace. Are any emotions expressed? Is there an understanding of the concept? Who provided you with the best insight about the concept?

**Johnsonville Workers Flying in Culturally Correct Formation**

Johnsonville Foods, Inc., of Sheboygan, Wisconsin, was a successful family business and stable producer of sausages and meat products for generations. When Ralph Stayer ran the company, profits were above average for the industry. Johnsonville was growing at a rate of 20 percent annually, with strong sales in Wisconsin and steadily rising sales in nearby Minnesota, Michigan, and Indiana.

Despite these outward signs of success, Stayer was worried. Competition from regional producers small enough to provide superior service to customers and a work force that “didn't seem to care” were the source of Stayer's worries. "Every day I came work and saw people so bored by their jobs that they made thoughtless, dumb mistakes," he said. "They showed up in the morning, did halfheartedly what they were told to do, and then went home. How could we survive a serious competitive challenge with this low level of attentiveness and involvement?" He knew that competitors and other environmental forces were beyond his control. He had to do his managerial job with the internal environment.

Stayer searched for ways to change the corporate culture. He started with the company's goals. "The most important question any manager can ask is, 'In the best of all possible worlds, what would I really want to happen?'" he said.

What Stayer ultimately envisioned for his company culture was an organization where people take responsibility for their own work. If that happened, he thought product and service quality would improve and margins would increase, allowing entry into new markets. The image that best captured the organizational end state was a flock of geese on wing. Almost everyone has seen the flying V shape consisting of individuals drawn toward a common goal with leadership changing from time to time.

At first, Stayer ordered changes. He told his management team to begin making their own decisions. Reflecting on this move, Stayer realized that he had gone from authoritarian control to authoritarian abdication. After two years he replaced all three managers. But he realized that, deep down; he was still in love with control. When he told his management team to make their own decisions, what he was really saying to them was to make the decisions that he would make. To get where he wanted, to realize the "flock of geese" metaphor, Stayer had to learn the skills of a coach and a manager, not of people, but of context.

The first contextual area Stayer targeted for change was the quality control systems. He based his changes on the theory that those who implement a decision and live with its consequences are the best people to make it. Top management stopped tasting sausage, and the people who made sausage started. Line workers were informed that it would be their responsibility to make certain that only top-quality product left the plant. Customer letters were forwarded directly to line workers. Workers formed teams to resolve problems. Eventually these teams set their own performance standards and even took on the hiring, training, evaluating, and terminating responsibilities.

The second contextual area Stayer addressed was company structure. Worker teams took on the tasks of scheduling, assignments, budgets, quality measures, and capital improvements. The end state that everyone began to envision was to make Johnsonville a company that never stops learning. Stayer said, "Learning is change, and I keep learning and relearning that change is and needs to be continuous." In addition, educational allowances were established for workers to continue learning outside the organization. "Helping human beings fulfill their potential is, of course, a moral responsibility, but it's also good business," Stayer said. He worked at creating a culture where employees learned how to learn.

Five years after Stayer started changing the culture, Johnsonville was a vibrant company, and employees had begun to want and expect responsibility for their own performance. Return of assets was up significantly, as were margins and quality. Reflecting on the dramatic changes he had induced, Stayer remarked, "Change is the real job of every effective business leader because change is about the present and the future, not about the past. There is no end to change. . . . For the last five years, my own aspiration has been to eliminate my job by creating such a crew of self-starting, problem-solving, responsibility-grabbing, independent thinkers that Johnsonville would run itself.

**Reflective questions**

1. What does Stayer mean by "A company that never stops learning"?
2. How do you think Johnsonville's workers initially reacted to increased responsibility?
3. Do you think that Stayer was able to change the culture at Johnsonville?

**Booth Pharmaceutical Corporation**

You're a member of the Booth Pharmaceutical Corporation Board of Directors. You've been called to a special board meeting to discuss what should be done with the product Vanatin.

Vanatin is a "fixed-ratio" antibiotic sold by prescription. That is, it contains a combination of drugs. On the market for more than 13 years, it has been highly successful. It now accounts for about $18 million per year (12 percent of Booth's gross income in the United States and a greater percentage of net profits). Profit from foreign markets, where Booth is marketed under a different name, is roughly comparable to that in the United States.

Over the past 20 years, numerous medical scientists (such as the AMA's Council on Drugs) have objected to the sale of most fixed-ratio drugs. The arguments have been that (I) there's no evidence that these fixed-ratio drugs are more beneficial than single drugs, and (2) the possibility of detrimental side effects, including death, is at last double. For example, scientists have estimated that Vanatin is causing about 30 to 40 unnecessary deaths per year (deaths that could be prevented if the patients had used a substitute made by a competitor of Booth's). Despite recommendations to remove fixed-ratio drugs from the market, doctors have continued to use them. They offer a shotgun approach for doctors who are unsure of their diagnoses.

A National Academy of Science National Research Council panel, a group of impartial scientists, carried out extensive research studies and recommended unanimously that the Food and Drug Administration (FDA) ban the sale of Vanatin. One panel member, Dr. Jim Peterson of the University of Texas in Austin, was quoted by the press as saying, "There are few instances in medicine when so many experts have agreed unanimously and without reservation about banning Vanatin." Other panel members made similar comments. In fact, it was typical of comments that had been made about fixed-ratio drugs over the past 20 years. These impartial experts, then, believe that, while all drugs have some possibility of side effects, the risks associated with Vanatin far exceed the possible benefits.

The special board meeting has arisen out of an emergency situation. The FDA has told you that it plans to ban Vanatin in the United States and wants to give Booth time for a final appeal to them. Should the ban become effective, Booth would have to stop all sales of Vanatin and attempt to remove inventories from the market. Booth has no close substitutes to Vanatin, so consumers will switch to close substitutes currently marketed by rival firms. (Some of these substitutes apparently have no serious side effects.) It's extremely unlikely that bad publicity from this case would significantly affect Booth's other products' long-term profits.

**Reflective questions**

1. Which of the following alternatives should be preferred in your opinion?
2. Recall Vanatin immediately and destroy it
3. Stop production of Vinatin immediately, but allow what is to be made sold.
4. Stop all advertising and promotion of Vanatin, but proved it for doctors who request it.
5. Continue efforts to most effectively market Vanatin until its safe is actually banned.
6. Continue efforts to most effectively market Vanatin and take legal, political, and other necessary actions to prevent the authorities banning Vanatin.

**THE GLOBAL MANAGEMENT ENVIRONMENT**

**Key terms:** benchmarking, countertrading, cultural diversity, customs and entry procedures, direct ownership, duty, embargo, exchange control, exporting, global corporation, infrastructure, international business, international management, International Monetary Fund (IMF), joint venture, licensing, multinational company (MNC), multinational market group, quota, standard of living, strategic alliance, total quality management (TQM), trading company, World Bank.

**Discussion questions**

1. Describe the different approaches an organization can use to become involved in international business.
2. How do international organizations facilitate world trade?
3. What are two major challenges facing firms operating in the global environment?
4. What’s the difference between a multinational company and a global corporation?
5. Why must a firm consider the business environment when determining whether to enter a foreign market?
6. What’s the significance of multinational market groups to companies operating in the global environment?

**Application**

In a recent business magazine (e.g. *Business Week, Fortune, Forbes*), read an article about a multinational market group, such as the Pacific Rim or the Economic Community. Describe some current issues confronting this market group.

**KFC'S Recipe for G1oba1 Success**

Since 1939, when Harlan Sanders developed a secret chicken recipe with 11 herbs and spices KFC (formerly Kentucky Fried Chicken) has become known all over the world. KFC's chicken is sold throughout North America, Europe, the Middle East, Africa, Asia, the South Pacific, Latin America, and the Caribbean. World sales in 1991 totaled 56.2 billion, including 52.8 billion outside the United States.

Colonel Sanders first became involved in international business in 1956 by opening stores in Canada. Today KFC has 3.424 international stores, 562 owned by the company, 457 joint ventures, and 2,405 franchises). Worldwide, KFC has 8,480 stores. Its 70-restaurant operation in Mexico is expected to triple in five years. With 105 restaurants in Malaysia, KFC has 60 percent of the nation's fast-food market. And KFCs ten stores in China serve an average I million customers a year, four times the average in the United States.

What's KFC's secret to global success? First and perhaps most important is the worldwide acceptance of chicken. In Malaysia, for instance, annual per capita consumption of chicken has doubled during the past decade. According to Allan Huston Jr., president of KFC Int. "Chicken is probably the most universally accepted source of protein. There is not a country in the world where you won't find chicken." And unlike other meats, chicken isn't forbidden by religions or cultures except among vegetarians. This acceptance presented an excellent opportunity for KFC, but it didn't guarantee success.

KFC made some early mistakes in Latin America and Europe. The company learned that opening an American fast-food restaurant abroad isn't simple. Cultural differences between countries result in different eating habits. For instance, people eat their main meal of the day at different times throughout the world. Different menus must also be developed for specific cultures, while maintaining the core product, fried chicken. You can always find original recipe chicken, Cole slaw, and fries at every KFC outlet, while restaurants in China feature Chinese tea and French restaurants offer more desserts. Above all, KFC emphasizes consistency. Whether in Shanghai or Kentucky the product basically tastes the same.

KFC usually enters a new foreign market by opening a single store in a large urban area on the most visible piece of real estate available. If the project fails, the land can be sold. Usually foreign stores are eat-in restaurants, compared to the take-out style generally found in the United States. Prices are usually high at first to appeal to an upscale market.

International markets offer many opportunities and challenges for KFC. The company is growing outside of the United States at nearly five times the rate of its domestic growth. While many businesses complain about the inability to compete in Japan, KFC has nearly 1,000 restaurants in Japan alone. The secret, according to Huston, is quality, such as using fresh chicken rather than frozen. Freezing chicken causes a discoloring of the bone, this bothers the Japanese. Eastern Europe also holds great promise for KFC. With two stores in Hungary, KFC is working on deals in Poland and the Czech Republic.

KFC faces several challenges. In some areas of the world, such as Malaysia and Indonesia, it's illegal to import poultry, which has led to product shortages. Another challenge is to adapt KFC's people perspective. The company has been most successful in foreign markets when stores are operated by people who understand the culture. The objective is to think like a local, not like an American company starting an American business in a foreign country.

**Reflective questions**

1. Why has KFC been successful globally?
2. What are the advantages to each approach to international business?
3. What are some of the cultural barriers encountered by KFC in its global operations?
4. Why do you think Kentucky Fried Chicken changed its name to KFC? Does this name change have any global implications'?

**DECISION MAKING**

**Key terms:** bounded rationality, brainstorming, certainty, continuous improvement, decision, decision formulation, decision implementation, decision-making process, Delphi technique, escalation of commitment, intuitive decision making, natural management team, nominal group technique, nonprogrammed decision, proactive decision, problem, process improvement team, programmed decision, rationality, reactive decision, risk, satisfying, steering team, systematic decision making, uncertainty, work team.

**Discussion questions**

1. Why is decision making sometimes called the essence of management?
2. Identify and name the different types of decisions.
3. What are the three components of decision making in a TQM environment?
4. Explain and provide examples of situations where managers should use individual or group decision making.
5. Why does decision making in a TQM environment focus on continuous improvement? Can’t managers simply make one right decision that solves problems completely?
6. Why follow-up steps implementation is so important to the Decision making process?

**Application**

Say you are the manager of 50 people in a department of a major retail discounter. You have recently received word that the customer service center has been receiving complaints about the quality of the goods in your department. How would you decide what to do with this information?

Much of what we believe about decision making has a historical basis, not just an experimental or research basis. Identify an important decision facing a local politician or national business figure. Then develop a list of goals and information associated with the particular decision. What information is the politician or businessperson likely to have that you lack? How might that person’s goals differ from yours? How can a decision maker effectively combine many different people’s goals or information?

Describe an experience where you have decided to stop doing business with a company. What led to this decision?

**Toyota**

To American automakers, Toyota symbolizes the rapid rise of Japanese automotive clout. Its introduction of the Lexus in 1989 showed how an economy-minded firm could build luxury cars. Yet much of Toyota's post-World War II history, chronicled in books such as *The Reckoning and The Machine That Changed the World*, is marked by pressure, frustration, and the occasional failure. For instance its first imports to the United States in 1957 failed their basic market test. Toyota's cars were unable to sustain necessary, extended freeway driving speeds common to American speeds yet unheard of in tiny Japan. Also, in the late 1970s Toyota found that distributing and selling a car cost it twice as much as manufacturing it. Toyota's solution: merge its manufacturing and sales companies. Within 18 months all of the directors of the sales company had been retired; their jobs were left unfilled or were staffed by personnel from the manufacturing company.

Toyota's greatest impetus was the simple fact that following World War lIthe company had to build literally from the ground up. Often working and assembling cars in factories with dirt floors, Toyota could not afford to build large, mass-production, American-style assembly lines. Factories had to be focused and flexible. Machines had to be able to make several models and, when they were done making one model, their changeover to another model had to be done quickly.

Toyota is known for its development of the 'lean production process." which contradicts much of the mass-production mentality that prospered in the United States following the war, when U.S. manufacturing dominated the globe. American assembly lines worked to produce volume, generating profits through massive economies of scale. Quantity triumphed over quality; in the early 1950s General Motors could build over a million units of a Chevrolet model to feed an insatiable American appetite for cars in the postwar boom. Today a quarter million units mark a best-seller; 40,000 units mean a successful sales year.

By the early 1960s Toyota had mastered lean production. On manufacturing side, lean production meant low overhead. Lower overall costs were achieved with just-in-time parts supply, supervisors, limited inspection, and very limited finished products inventory. Workers had great responsibility for building and managing the process. Quality circles grew in abundance. Lean production also put the power to stop the assembly process hands of the workers. If a defect is noted, the line is halted,and the defect is tracked to its source and fixed. Almost every worker can be seen directly adding value to the car. A 1986 comparison of Toyota's Takaoka assembly plant with GM's Framingham, Massachusetts, plant found that, by dividing the total number of hours of work in the plant by the number of cars produced, Toyota consumed 18 hours per car, while GM Framingham took 41 hours. Defects were also lower at Toyota. 45 assembly defects per 100 assembled cars, versus 130 at the GM plant.

Toyota used teams operating rather independently, instead of rigid assembly lines and fixed job titles. Cross training was the standard. And, typical of most Japanese auto firms, employees received up to 10 times the training of their U.S. Big Three counterparts. Little space was set aside for fixing mistakes; few occurred so even more money was saved. Workers made scores of suggestions, many improving the process and further reducing costs. Measuring value added per employee, Toyota workers were four to five times more productive than General Motors workers.

Part of the Toyota production process actually begins with its sales approach. Toyota starts with highly developed data bases on households and buying patterns in Japan. Salespeople do not wait for customers; they go calling, targeting their efforts on well-defined buyers and honing customer loyalty. Customers become part of the entire planning process, carefully tracked by lifestyle and purchase patterns.

The introduction of the Lexos in 1990 and publication of the Massachusetts Institute of Technology's five-year $5 million study of global automaking, *The Machine That Changed the World*, finally silenced any of the remaining skeptics who believed that Toyota's success was limited to small, inexpensive cars. While Ford purchased Jaguar and General Motors purchased Lotus, Toyota jumped into the luxury car market and shot to the top of the respected J. D. Power customer satisfaction measures. Not until GM's success with Saturn could an American car company makes such a stellar introduction.

**Reflective questions**

1. Do you think that Toyota would have planned to use the manufacturing techniques that made it famous without the devastation of World War Il?
2. Explain how the world would be different had not Japanese manufacturing been destroyed in World War II.
3. What are some important issues U.S. automakers need to consider in long-range planning?
4. How can planning help American automakers become more competitive in the future?