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УТВЕРЖДАЮ

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**Рабочая программа дисциплины**

**«Академическое и деловое общение на иностранном языке»**

Направление подготовки  
45.04.01 Филология

Магистерская программа  
«Иностранные языки и межкультурная коммуникация»

Форма обучения  
очная, очно-заочная

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| Программа одобрена<br>на заседании кафедры<br>от «13» апреля 2022 года, протокол № 8 | Программа одобрена НМК<br>Института иностранных языков<br>протокол № 8 от « 20 » апреля 2022года |
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Ярославль

## 1. Цели освоения дисциплины

Целью освоения дисциплины «Академическое и деловое общение на иностранном языке» в рамках магистратуры является формирование компетенции, позволяющей осуществлять коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, а также выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях. На этапе магистратуры изучение академического и делового общения на иностранном языке определяется как профессионально-ориентированный курс, обеспечивающий выполнение следующих задач:

- формирование иноязычной составляющей профессионально ориентированной коммуникативной компетенции - системы знаний, умений и навыков эффективной коммуникации в иноязычной среде, позволяющей обучаемым в дальнейшем интегрироваться в мультиязыковую и мультикультурную профессиональную и академическую среду;
- развитие способностей и качеств, необходимых для овладения определенными когнитивными стратегиями, общее интеллектуальное развитие личности магистранта, развитие способности к социальному, деловому и академическому взаимодействию;
- изучение академического и делового общения на иностранном языке как средства межкультурного общения и инструмента познания культуры определенной национальной общности, в том числе лингвокультуры;
- повышение общей культуры и образования магистрантов, культуры мышления, общения и речи, формирования уважительного отношения к духовным и материальным ценностям других стран и народов.

В результате освоения дисциплины магистранты должны уметь осуществлять эффективную коммуникацию на иностранном языке в профессиональной, деловой и академической среде и в обществе в целом, извлекать и обрабатывать информацию, применяя умения аннотирования и реферирования, разрабатывать документацию, презентовать и защищать результаты комплексной профессиональной деятельности.

## 2. Место дисциплины в структуре ОП магистратуры

Дисциплина «Академическое и деловое общение на иностранном языке» относится к обязательной части Блока 1 образовательной программы.

Курс Академического и делового общения на иностранном языке в магистратуре продолжает вузовский курс иностранного языка, базируясь на знаниях, умениях и навыках, приобретенных обучающимися в курсе бакалавриата.

Курс академического и делового общения на иностранном языке в магистратуре направлен на повышение исходного уровня владения иностранным языком, на формирование и развитие умений общения в профессиональной и научной сферах для академического и профессионального взаимодействия.

Изучение данной дисциплины необходимо для успешного освоения гуманитарных дисциплин ООП, а также в целом влияет на развитие когнитивных способностей и умений студента.

## 3. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения ОП магистратуры.

Процесс изучения дисциплины направлен на формирование следующих элементов компетенций в соответствии с ФГОС ВО, ОП ВО и приобретения следующих знаний, умений, навыков и (или) опыта деятельности:

| Формируемая компетенция<br>(код и формулировка) | Индикатор достижения компетенции<br>(код и формулировка) | Перечень планируемых результатов обучения |
|---|--|---|
| <b>Универсальные компетенции</b>                |  |   |
| <b>УК-4</b>                                     | <b>И-УК-4_1</b> Осуществляет                             | <b>Знает</b> грамматические конструкции,  |

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| <p>Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия</p>  | <p>письменную и устную коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, представляя результаты своей деятельности на различных научных мероприятиях, включая международные.</p> | <p>структуру и особенности различных типов текстов профессиональной и академической направленности;<br/> <b>Умеет</b> составлять и представлять в виде доклада и презентации научную информацию, используемую в профессиональной деятельности, в том числе для участия в международных научных мероприятиях;<br/> <b>Владеет</b> навыками выступления с сообщением и презентацией по профилю своей научной специальности.</p>                         |
|  | <p><b>И-УК-4_2</b><br/> Демонстрирует умения выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях.</p>  | <p><b>Знает</b> терминологию на иностранном языке в изучаемой области;<br/> <b>Умеет</b> применять основные виды переводческой трансформации в устном и письменном переводе, реферировать профессионально-ориентированные аутентичные тексты и составлять аннотации к ним;<br/> <b>Владеет</b> навыками аналитико-синтаксической переработки профессионально-значимой информации и перевода академического текста с иностранного языка на русский</p> |
| <p><b>ОПК-1</b><br/> Способен применять в профессиональной деятельности, в том числе педагогической, широкий спектр коммуникативных стратегий и тактик, риторических и стилистических приемов, принятых в разных сферах коммуникации</p> | <p><b>ИД - ОПК-1.1</b><br/> Грамотно применяет в профессиональной деятельности коммуникативные стратегии и тактики.</p>   | <p><b>Знает</b> коммуникативные стратегии и тактики, риторические и стилистические приемы, применяемые в разных сферах коммуникации, в том числе в педагогической<br/> <b>Умеет</b> применять коммуникативные стратегии и тактики в профессиональной деятельности, в том числе педагогической<br/> <b>Владеет</b> навыками профессионального общения в различных ситуациях, стилистическими приемами</p>  |

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|---|--|---|
|   | <p><b>ИД - ОПК-1.2</b><br/>Использует целесообразно и оправданно риторические и стилевые приемы в разных сферах коммуникации.</p>                | <p><b>Знает</b> основы делового общения, принципы и методы организации деловой коммуникации на иностранном языке; основные приемы аналитико-синтетической переработки</p> <p><b>Умеет</b> читать в режиме ознакомительного и просмотрового чтения; создавать тексты научного и профессионального назначения; создавать коммуникативные материалы; организовывать переговорный процесс, в том числе с использованием современных средств коммуникации на иностранном языке</p> <p><b>Владеет навыками</b> деловых и публичных коммуникаций на иностранном языке; навыками создания устных и письменных текстов в деловой коммуникации; основными навыками письменной коммуникации на иностранном языке</p> |
| <p><b>ПК-6</b><br/>Способен к созданию, редактированию, реферированию систематизированию и трансформации (например, изменению стиля, жанра, целевой принадлежности текста) всех типов текстов официально-делового и публицистического стиля</p> | <p><b>ИД - ПК 6.1</b><br/>Создает качественные тексты официально-делового и публицистического стилей.</p>  | <p><b>Знает</b> методики создания, нормативы, жанровые особенности официально-деловых и публицистических текстов</p> <p><b>Умеет</b> создавать официально деловые и публицистические тексты</p> <p><b>Владеет навыками</b> официально-деловых и публицистических текстов; изменения стиля, жанра, целевой принадлежности всех типов текстов официально-делового и публицистического стиля</p>   |
|   | <p><b>ИД - ПК 6.2</b><br/>Осуществляет редактирование, реферирование и трансформацию текстов официально-делового и публицистического стилей.</p> | <p><b>Знает</b> нормы современного английского языка; разные виды коммуникации; особенности различных типов текстов деловой коммуникации на английском языке.</p> <p><b>Умеет</b> применять языковые нормы и стилистические нормы, коммуникативные стратегии в разных сферах общения на английском языке</p> <p><b>Владеет навыками:</b> создания текстов с использованием коммуникативных стратегий и тактик, приемов без нарушения языковых и стилистических норм устных и</p>  |

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|--|--|---|
|  |  | письменных текстов в деловой коммуникации английского языка |
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#### 4. Объем, структура и содержание дисциплины

Общая трудоемкость дисциплины составляет 4 зачетных единицы, 144 акад. часа.

*Очная форма обучения*

| Этап формы обучения |  |         |   |              |              |              |              |                               |   |
|---------------------|--|---------|---|--------------|--------------|--------------|--------------|-------------------------------|---|
| №<br>п/п            | Темы (разделы)<br>дисциплины,<br>их содержание | Семестр | Виды учебных занятий,<br>включая самостоятельную<br>работу студентов,<br>и их трудоемкость<br>(в академических часах) |              |              |              |              |                               | Формы текущего<br>контроля<br>успеваемости<br>Форма<br>промежуточной<br>аттестации<br>(по семестрам)<br>Формы ЭО и ДОТ<br>(при наличии) |
|                     |  |         | Контактная работа   |              |              |              |              |                               |   |
|                     |  |         | лекции  | практические | лабораторные | консультации | аттестационн | самостоятель<br>ная<br>работа |   |
| 1.                  | Jobs and Careers                               | 2       |   | 2            | 1            |              |              | 8                             | чтение и перевод,<br>практическое задание,<br>дискуссия, домашнее<br>задание  |
|                     | в том числе с ЭО и<br>ДОТ                      |         |   |              |              |              |              | 2                             | Самостоятельная<br>работа в ЭУК в LMS<br>Moodle   |
| 2.                  | Company culture                                | 2       |   | 1            | 1            |              |              | 8                             | чтение и перевод,<br>сочинение,<br>практическое задание,<br>дискуссия, домашнее<br>задание  |
| 3.                  | Business in different<br>cultures              | 2       |   | 2            | 2            |              |              | 8                             |   |
|                     | в том числе с ЭО и<br>ДОТ                      |         |   |              |              |              |              | 2                             | Представление<br>презентаций в ЭУК в<br>LMS Moodle  |

|     |  |   |  |           |          |          |            |             |  |
|-----|--|---|--|-----------|----------|----------|------------|-------------|--|
|     |  |   |  |           |          |          |            |             | Самостоятельная работа в ЭУК в LMS Moodle                                      |
| 4   | Management style and team building   | 2 |  | 2         | 1        | 1        |            | 8           | чтение и перевод, практическое задание   |
| 5.  | Marketing  | 2 |  | 1         | 1        |          |            | 8           | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
|     | в том числе с ЭО и ДОТ   |   |  |           |          |          |            | 2           | Самостоятельная работа в ЭУК в LMS Moodle                                      |
| 6.  | Business writing.  | 2 |  | 2         | 2        |          |            | 8           | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
|     | в том числе с ЭО и ДОТ   |   |  |           |          |          |            | 2           | Самостоятельная работа в ЭУК в LMS Moodle                                      |
|     |  |   |  |           |          |          | 0,3        | 4,7         | Зачет  |
|     | <b>Всего за 2 семестр</b>  |   |  | <b>10</b> | <b>8</b> | <b>1</b> | <b>0,3</b> | <b>52,7</b> |  |
|     | в том числе с ЭО и ДОТ   |   |  |           |          |          |            | 8           |  |
| 7.  | Business interaction and communication. Negotiations   | 3 |  | 2         | 2        |          |            | 12          | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
| 8.  | Business strategy and Innovations  | 3 |  | 2         | 1        |          |            | 12          | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
| 9.  | Global Economy   | 3 |  | 2         | 1        |          |            | 12          | чтение и перевод, практическое задание, дискуссия, домашнее задание            |
| 10. | Research. Создание текста научно-исследовательской работы, аннотирование в рамках научного дискурса. | 3 |  | 2         | 2        | 1        |            | 12          | чтение и перевод, практическое задание, дискуссия, домашнее задание            |
|     | в том числе с ЭО и ДОТ   |   |  |           |          |          |            | 2           | Самостоятельная работа в ЭУК в LMS Moodle                                      |
|     |  |   |  |           |          | 2        | 0,5        | 33,5        | Экзамен  |

|  |                               |  |  |           |           |          |            |              |  |
|--|-------------------------------|--|--|-----------|-----------|----------|------------|--------------|--|
|  | <b>Всего за 3 семестр</b>     |  |  | <b>8</b>  | <b>6</b>  | <b>3</b> | <b>0,5</b> | <b>54,5</b>  |  |
|  | <i>в том числе с ЭО и ДОТ</i> |  |  |           |           |          |            | <b>2</b>     |  |
|  | <b>ИТОГО</b>                  |  |  | <b>18</b> | <b>14</b> | <b>4</b> | <b>0,8</b> | <b>107,2</b> |  |

*Очно-заочная форма обучения*

| №<br>п/п | Темы (разделы)<br>дисциплины,<br>их содержание | Семестр | Виды учебных занятий,<br>включая самостоятельную<br>работу студентов,<br>и их трудоемкость<br>(в академических часах) |              |              |              |              | Формы текущего<br>контроля<br>успеваемости<br>Форма<br>промежуточной<br>аттестации<br>(по семестрам)<br>Формы ЭО и ДОТ<br>(при наличии) |   |
|----------|--|---------|---|--------------|--------------|--------------|--------------|---|---|
|          |  |         | Контактная работа   |              |              |              |              |   |   |
|          |  |         | лекции  | практические | лабораторные | консультации | аттестационн | самостоятель<br>ная<br>работа   |   |
| 1.       | Jobs and Careers                               | 2       |   | 2            | 1            |              |              | 8   | чтение и перевод,<br>практическое задание,<br>дискуссия, домашнее<br>задание                          |
|          | в том числе с ЭО и<br>ДОТ                      |         |   |              |              |              |              | 2   | Самостоятельная<br>работа в ЭУК в LMS<br>Moodle   |
| 2.       | Company culture                                | 2       |   | 1            | 1            |              |              | 8   | чтение и перевод,<br>сочинение,<br>практическое задание,<br>дискуссия, домашнее<br>задание            |
| 3.       | Business in different<br>cultures              | 2       |   | 2            | 2            |              |              | 8   |   |
|          | в том числе с ЭО и<br>ДОТ                      |         |   |              |              |              |              | 2   | Представление<br>презентаций в ЭУК в<br>LMS Moodle<br>Самостоятельная<br>работа в ЭУК в LMS<br>Moodle |
| 4        | Management style and<br>team building          | 2       |   | 2            | 1            | 1            |              | 8   | чтение и перевод,<br>практическое задание   |
| 5.       | Marketing                                      | 2       |   | 1            | 1            |              |              | 8   | чтение и перевод,<br>сочинение,<br>практическое задание,<br>дискуссия, домашнее<br>задание            |
|          | в том числе с ЭО и<br>ДОТ                      |         |   |              |              |              |              | 2   | Самостоятельная<br>работа в ЭУК в LMS   |

|     |  |   |  |           |           |          |            |              |  |
|-----|--|---|--|-----------|-----------|----------|------------|--------------|--|
|     |  |   |  |           |           |          |            |              | Moodle   |
| 6.  | Business writing.  | 2 |  | 2         | 2         |          |            | 8            | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
|     | <i>в том числе с ЭО и ДОТ</i>  |   |  |           |           |          |            | 2            | <i>Самостоятельная работа в ЭУК в LMS Moodle</i>                               |
|     |  |   |  |           |           |          | 0,3        | 4,7          | <b>Зачет</b>   |
|     | <b>Всего за 2 семестр</b>  |   |  | <b>10</b> | <b>8</b>  | <b>1</b> | <b>0,3</b> | <b>52,7</b>  |  |
|     | <i>в том числе с ЭО и ДОТ</i>  |   |  |           |           |          |            | 8            |  |
| 7.  | Business interaction and communication. Negotiations   | 3 |  | 2         | 2         |          |            | 12           | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
| 8.  | Business strategy and Innovations  | 3 |  | 2         | 1         |          |            | 12           | чтение и перевод, сочинение, практическое задание, дискуссия, домашнее задание |
| 9.  | Global Economy   | 3 |  | 2         | 1         |          |            | 12           | чтение и перевод, практическое задание, дискуссия, домашнее задание            |
| 10. | Research. Создание текста научно-исследовательской работы, аннотирование в рамках научного дискурса. | 3 |  | 2         | 2         | 1        |            | 12           | чтение и перевод, практическое задание, дискуссия, домашнее задание            |
|     | <i>в том числе с ЭО и ДОТ</i>  |   |  |           |           |          |            | 2            | <i>Самостоятельная работа в ЭУК в LMS Moodle</i>                               |
|     |  |   |  |           |           | 2        | 0,5        | 33,5         | Экзамен  |
|     | <b>Всего за 3 семестр</b>  |   |  | <b>8</b>  | <b>6</b>  | <b>3</b> | <b>0,5</b> | <b>54,5</b>  |  |
|     | <i>в том числе с ЭО и ДОТ</i>  |   |  |           |           |          |            | 2            |  |
|     | <b>ИТОГО</b>   |   |  | <b>18</b> | <b>14</b> | <b>4</b> | <b>0,8</b> | <b>107,2</b> |  |

### Содержание разделов дисциплины

**1. Jobs and Careers. Поиск работы. Профессии. Необходимые навыки и квалификация.** Написание резюме и сопроводительного письма. Способы выбора работы. Устройство на работу. Прохождение интервью. Особенности полной и частичной занятости. Способы добраться до работы. Условия устройства на работу.



**2. Company Culture.** Обсуждение основных ценностей компании. Структура компаний. Организационная иерархия. Составление краткой справки о компании. Особенности перевода официально-делового стиля.

**3. Business in different cultures.** Деловое общение в различных культурах. Традиции приветствия. Правила этикета в различных культурах. Темы для бесед. Варианты завершения беседы в вежливой форме. Правила использования порядковых числительных. Ориентиры в указании направления.

**4. Management style and team building.** Управленческий стиль, командообразование.. Черты успешного руководителя. Влияние стиля на успех компании. Менеджмент. Менеджер и лидер. Принятие решений. Выражение согласия, несогласия. Построение взаимоотношений. Совещания. Условия успешности совещаний. Написание делового отчета. Описание графиков, таблиц.

**5. Marketing.** Продажи. Исследования рынка как условия успешного бизнеса. Важность финансового отчёта. Навыки по продаже товаров. Стандарт качества. Речевой этикет: корректирование высказываний.

**6. Business writing.** . Требования к оформлению делового письма. Особенность писем по электронной почте. Простое коммерческое письмо. Особенности составления и деловых писем. Слова-кальки. Вид делового письма: запрос. Вид делового письма: предложение. Сокращения, используемые в деловой переписке. Вид делового письма: заказ.

**7. Business interaction and communication. Negotiations.** Успешные переговоры. Основные умения успешного участника переговоров. Подписание контракта. Принципы работы с клиентами.

**8. Business strategy and Innovations.** Условия роста бизнеса. Влияние стратегии на успех. Влияние конкуренции на бизнес. Способы продвижения компании на рынке. Реклама как инновация.

**9. Global Economy.** Особенности общения за границей. Кому выгодна глобализация? Факторы, влияющие на глобализацию. Влияние ВТО на экономику. Деловые поездки (в аэропорту, в отеле).

**10. Research.** What research methods are you aware of? What methods are most frequently used in philology? Создание текста научно-исследовательской работы, аннотирование в рамках научного дискурса.

## **5. Образовательные технологии, используемые при осуществлении образовательного процесса по дисциплине**

В процессе обучения используются следующие образовательные технологии:

**Вводная лекция-беседа** – дает первое целостное представление о дисциплине и ориентирует студента в системе изучения данной дисциплины. Студенты знакомятся с назначением и задачами курса, его ролью и местом в системе учебных дисциплин, дается краткий обзор курса, анализ рекомендуемой учебно-методической литературы. На лекции также объясняются организационные особенности работы в рамках курса.

**Практическое занятие** – занятие, посвященное освоению конкретных умений и навыков и закреплению полученных при объяснении знаний.

**Консультации** – вид учебных занятий, являющийся одной из форм контроля самостоятельной работы студентов. На консультациях по просьбе студентов рассматриваются наиболее сложные моменты при освоении материала дисциплины, преподаватель отвечает на вопросы студентов, которые возникают у них в процессе самостоятельной работы.

Кроме того, в число форм работы со студентами входит: работа в библиотеке, работа с профессиональными электронными ресурсами на разных языках.

В процессе обучения используются следующие технологии электронного обучения и дистанционные образовательные технологии:

**Электронный учебный курс по дисциплине «Академическое и деловое общение на иностранном языке» в LMS Электронный университет Moodle ЯрГУ, в котором:**

- представлены задания для самостоятельной работы обучающихся по темам дисциплины;
- осуществляется проведение отдельных мероприятий текущего контроля успеваемости студентов;
- представлены правила прохождения промежуточной аттестации по дисциплине;
- представлен список учебной литературы, рекомендуемой для освоения дисциплины;
- посредством форума осуществляется синхронное и (или) асинхронное взаимодействие между обучающимися и преподавателем в рамках изучения дисциплины.

**6. Перечень лицензионного и (или) свободно распространяемого программного обеспечения, используемого при осуществлении образовательного процесса по дисциплине**

В процессе осуществления образовательного процесса по дисциплине используются: для формирования материалов для текущего контроля успеваемости и проведения промежуточной аттестации, для формирования методических материалов по дисциплине: программы Microsoft Office; Adobe Acrobat Reader.

**7. Перечень современных профессиональных баз данных и информационных справочных систем, используемых при осуществлении образовательного процесса по дисциплине**

1. Электронные каталоги НБ ЯрГУ ([http://www.lib.uni Yar.ac.ru/opac/bk\\_cat\\_find.php](http://www.lib.uni Yar.ac.ru/opac/bk_cat_find.php))
2. Личный кабинет ([http://lib.uni Yar.ac.ru/opac/bk\\_login.php](http://lib.uni Yar.ac.ru/opac/bk_login.php))
3. Электронная библиотека учебных материалов ЯрГУ ([http://www.lib.uni Yar.ac.ru/opac/bk\\_cat\\_find.php](http://www.lib.uni Yar.ac.ru/opac/bk_cat_find.php))
4. Электронно-библиотечная система «Юрайт» ([www.urait.ru](http://www.urait.ru))
5. Научная электронная библиотека «eLIBRARY.ru» - <http://elibrary.ru> (свободный доступ).

**8 Перечень основной и дополнительной учебной литературы, ресурсов информационно-телекоммуникационной сети «Интернет», необходимых для освоения дисциплины**

**а) основная литература**

1. Английский язык для академических целей. English for Academic Purposes: учебное пособие для вузов / Т. А. Барановская, А. В. Захарова, Т. Б. Пospelова, Ю. А. Суворова; под редакцией Т. А. Барановской. — 2-е изд., перераб. и доп. — Москва: Издательство Юрайт, 2022. — 220 с. — (Высшее образование). — ISBN 978-5-534-13839-9. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/489787>
2. Чикилева, Л. С. Английский язык для публичных выступлений. English for Public Speaking: учебное пособие для бакалавриата и магистратуры / Л. С. Чикилева. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2018. — 209 с. — (Бакалавр и магистр. Модуль). — ISBN 978-5-534-00594-3. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/414196>

**б) дополнительная литература**

1. Taylor, John. Career Paths Business English = Деловой английский / J. Taylor, J. Zeter. — Newbury: Express Publishing, 2012.
2. Меняйло, В. В. Академическое письмо. Лексика. Developing Academic Literacy: учебное пособие для вузов / В. В. Меняйло, Н. А. Тулякова, С. В. Чумилкин. — 2-е изд., испр. и доп. — Москва: Издательство Юрайт, 2022. — 240 с. — (Высшее образование)

образование). — ISBN 978-5-534-01656-7. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/491693>

3. Якушева, И. В. Английский язык (B1). Introduction Into Professional English: учебник и практикум для вузов / И. В. Якушева, О. А. Демченкова. — 3-е изд., испр. и доп. — Москва: Издательство Юрайт, 2022. — 148 с. — (Высшее образование). — ISBN 978-5-534-07026-2. — Текст: электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/490159>

## **9. Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине**

Материально-техническая база, необходимая для осуществления образовательного процесса по дисциплине, включает в свой состав специальные помещения:

- учебные аудитории для проведения занятий лекционного типа и практических занятий (семинаров);
- учебные аудитории для проведения групповых и индивидуальных консультаций,
- учебные аудитории для проведения текущего контроля и промежуточной аттестации;
- помещения для самостоятельной работы;
- помещения для хранения и профилактического обслуживания технических средств обучения.

Специальные помещения укомплектованы средствами обучения, служащими для представления учебной информации.

Для проведения занятий лекционного типа предлагаются наборы демонстрационного оборудования и учебно-наглядных пособий, хранящиеся на электронных носителях и обеспечивающие тематические иллюстрации, соответствующие рабочим программам дисциплин.

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду организации.

Число посадочных мест в лекционной аудитории больше либо равно списочному составу потока, а в аудитории для практических занятий (семинаров) — больше либо равно списочному составу группы обучающихся.

Автор:

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Данданова С.В.

**Приложение №1 к рабочей программе дисциплины  
«Академическое и деловое общение на иностранном языке»**

**Фонд оценочных средств  
для проведения текущей и промежуточной аттестации студентов  
по дисциплине**

**1. Контрольные задания и иные материалы,  
используемые в процессе текущего контроля успеваемости**

*(Данные задания могут выполняться студентом самостоятельно, в таком случае преподавателем в обязательном порядке не проверяются. Также данные задания могут использоваться преподавателем для текущего контроля сформированности УК-4 индикаторы И-УК-4.1 и И-УК-4.2; ОПК-1 индикаторы И-ОПК-1.1 и И-ОПК-1.2; ПК-6 индикаторы И-ПК-6.1 и И-ПК-6.2)*

**Раздел 1.**

**Text 1.**

**Read the text. Summarize it. Translate into Russian**

**Jobless young people a big problem**

A new report says the number of young people without a job is still very high in many countries. There are currently 73 million people around the world aged 15-24 who want to work but cannot find a job. The International Labour Organization (ILO) said that although youth unemployment is coming down in rich countries, it is rising in most of Asia, the Middle East, North Africa and Brazil. The youth unemployment rate in China increased from 9.3 per cent in 2010 to 10.6 per cent last year. Economists say it will be 11.1 per cent in 2016. In Brazil, the figure for youth unemployment was 14 per cent at the beginning of this year, but is now almost 16 per cent. The ILO warns that youth employment worldwide is set to rise. The ILO said it is difficult for many young people who are looking for work. It said: "It's still not easy to be young and starting out in today's labour market." It is particularly bad for many young women. The highest rate of youth unemployment around the world is for women in the Middle East and North Africa. This figure is around 45 per cent. There are many reasons for the gloomy figures for youth unemployment. One major factor is the global financial collapse of 2008. Many countries have still not recovered from that. The ILO says youth unemployment is not just important for a country's economy. It also affects health, social unrest and levels of people's happiness.

**Writing**

Young, jobless people should have to do voluntary work. Discuss.

**True / False**

- a) There is a total of 73 million people in the world without a job. T / F
- b) The number of unemployed young people in rich countries is falling. T / F
- c) Youth unemployment in China has gone up since 2010. T / F
- d) A labour organization (the ILO) said youth unemployment is set to fall. T / F
- e) The ILO said it is easy for most young people looking for their first job. T / F
- f) Unemployment is worst for women in the Middle East and North Africa. T / F
- g) The 2008 global financial collapse is a reason for youth unemployment. T / F
- h) The ILO said youth unemployment only affected the economy. T / F

**Synonym Match**

|  |  |         |
|--|--|---------|
|  |  | Answers |
|--|--|---------|

|                 |                |      |
|-----------------|----------------|------|
| 1. young people | a. number      | 1.g  |
| 2. currently    | b. increase    | 2.e  |
| 3. coming down  | c. beginning   | 3.i  |
| 4. figure       | d. problematic | 4.a  |
| 5. rise         | e. presently   | 5.b  |
| 6. difficult    | f. dark        | 6.d  |
| 7. starting out | g. youth       | 7.c  |
| 8. particularly | h. hurts       | 8.j  |
| 9. gloomy       | i. falling     | 9.f  |
| 10. affects     | j. especially  | 10.h |

### Discussion – Student A

- Should young people do voluntary work to get experience?
- Why do you think unemployment is particularly bad for women?
- What reasons are there for high youth unemployment?
- What do you know about the global financial collapse in 2008?
- What effect does youth unemployment have on health?
- What can young people do if they do not have a job?
- How would you feel if you had no job for a long time?
- What questions would you like to ask the ILO?

### Phrase Match

|                                       |                           |
|---------------------------------------|---------------------------|
| 1. the number of young people without | a. for work               |
| 2. youth unemployment is coming       | b. is set to rise         |
| 3. it is rising in                    | c. market                 |
| 4. increased from                     | d. figures                |
| 5. youth unemployment worldwide       | e. most of Asia           |
| 6. looking                            | f. 9.3 per cent           |
| 7. starting out in today's labour     | g. unrest                 |
| 8. particularly                       | h. down in rich countries |
| 9. gloomy                             | i. a job                  |
| 10. social                            | j. bad                    |

### Discussion – Student B

- How easy or difficult is it to find a job in your country?
- What do you think about what you read?
- Why is it so difficult for young people to find a job?
- Have you ever had problems finding a job?
- What can young people do to find a job?
- What problems are there with youth unemployment?
- Is it better to go to another country to find a job?
- What job would you really like to do?

### Read the text. Summarize it. Translate into Russian

#### Applying for jobs (<https://lingua.com/businessenglish/reading/#exercises>)

Henry graduated from college with a degree in Elementary Education, and began searching for jobs. While doing an internship previously as a university student, he discovered his greatest strength and

interest was teaching children in a regular classroom setting. He also had previous volunteer experience as a camp and youth counselor.

He therefore decided to focus his job hunt on elementary schools in his state. First, he prepared and printed a neat and comprehensive CV, highlighting his educational background, work and volunteer experiences. He then added a section pointing out his other skills in such areas as foreign languages and computer programming. Finally, he added a segment about his interests, and listed some personal references.

Once the CV was ready, Henry checked for job openings daily. Much of his search was done on the internet, researching elementary schools in the area - there were none in his hometown, which was just a tiny village. He also chatted with people and asked his acquaintances about any job openings, as he'd heard that this kind of "networking" was important. He also checked internet job boards.

After a few weeks, Henry discovered a possible job vacancy at a school about 15 miles from his home. He wrote a nice cover letter, outlining his background and expressing his interest in the job. Then he attached his CV, and mailed the application. One week later, the school called him – they asked him to come in for an interview!

Answer the following questions:

*Question 1:*

Henry's college degree was in...

- a** Internships
- b** Career Counseling
- c** Elementary Education
- d** Computer Programming

*Question 2:*

For his job search, Henry prepared a comprehensive...

- a** CV
- b** DC
- c** CD
- d** Skill

*Question 3:*

One of Henry's other skills was...

- a** Foreign languages
- b** Personal references
- c** Mailing letters
- d** Text messaging

*Question 4:*

Henry also checked for job postings on the...

- a** Radio
- b** Sports page
- c** Cover letter
- d** Internet job boards

*Question 5:*

Henry discovered a possible job vacancy...

- a** at a nearby camp
- b** overseas
- c** before doing an internship
- d** about 15 miles from his home

## Read the text. Summarize it. Translate into Russian

### THE CHALLENGE OF DEFINING CULTURE

Culture is the complex system of meaning and behavior that defines the way of life for a given group or society. It includes beliefs, values, knowledge, art, morals, laws, customs, habits, language, and dress, among other things. Culture includes ways of thinking as well as patterns of behavior. Observing culture involves studying what people think, how they interact, and the objects they use. In any society, culture defines what is perceived as beautiful and ugly, right and wrong, good and bad. Culture helps hold society together, giving people a sense of belonging, instructing them on how to behave, and telling them what to think in particular situations. Culture gives meaning to society. Culture is both material and nonmaterial. **Material culture** consists of the objects created in a given society its buildings, art, tools, toys, print and broadcast media, and other tangible objects, such as those discussed in the chapter opener. In the popular mind, material **artifacts** constitute culture because they can be collected in museums or archives and analyzed for what they represent. These objects are significant because of the meaning they are given. A temple, for example, is not merely a building, nor is it only a place of worship. Its form and presentation signify the religious meaning system of the faithful. **Nonmaterial culture** includes the norms, laws, customs, ideas, and beliefs of a group of people. Nonmaterial culture is less tangible than material culture, but it has a strong presence in social behavior. Examples of nonmaterial culture are numerous and found in the patterns of everyday life. In some cultures, people eat with utensils, in others, people do not. The eating utensils are part of material culture, but the belief about whether to use them is nonmaterial culture. It is cultural patterns that make humans so interesting. Is it culture that distinguishes human beings from animals? Some animal species develop what we might call culture. Chimpanzees, for example, learn behavior through observing and imitating others, a point proved by observing the different eating practices among chimpanzees in the same species but raised in different groups. Others have observed elephants picking up the dead bones of other elephants and fondling them, perhaps evidence of grieving behavior. Dolphins are known to have a complex auditory language. And most people think that their pets communicate with them. Apparently, humans are not unique in their ability to develop systems of communication. But some scientists generally conclude that animals lack the elaborate symbol-based cultures common in human societies. Perhaps, as even Charles Darwin wrote, "The difference in mind between man and the higher animals, great as it is, certainly is one of degree and not of kind". Studying animal groups reminds us of the interplay between biology and culture. Human biology sets limits and provides certain capacities for human life and the development of culture. Similarly, the environment in which humans live establishes the possibilities and limitations for human society. Nutrition, for instance, is greatly influenced by environment, thereby affecting human body height and weight. Not everyone can swim like Michael Phelps or lob a tennis ball like Venus and Serena Williams, but with training and conditioning, people can enhance their physical abilities. Biological limits exist, but cultural factors have an enormous influence on the development of human life.

### Exercises.

*Answer the questions below using the following phrases:*

#### **In my view/ in my opinion/to my mind**

- Is it possible to find words to define something so vast as the way of life of a people?
- Does a person who "looks Korean" and who has lived in the United States most of his or her life belong to Korean or American culture?
- Is eating rice for breakfast a behavior that makes someone Korean?
- Is an ability to speak Korean a characteristic that makes someone Korean?
- Are ethnic Koreans who speak English or Spanish not Korean?

**Text 2.**

**Skim the article. Write down what the main theme of the text is. Translate into Russian**

The European Union (EU) is an economic and political alliance that began in 1952 with 6 member countries. The alliance has expanded several times to eventually include 27 members in 2007. The EU's goal is to eliminate legal barriers to the free movement of people (including labor), goods, services, and capital across member countries' borders. We focus on the European Union in this chapter for several reasons. First, the EU is investing heavily in education and research to **boost its international competitiveness** and to ensure that Europeans have the skills necessary to thrive in the 21st century (Bologna Declaration 1999). The EU is also offering scholarships to attract the world's "super-scholars," and it is working to open its higher education institutions to the rest of the world, thereby **challenging the United States' dominance** as a host country to international students (Riding 2003; Dillon 2004; Lee 2004). Second, the U.S. Department of Education routinely compares its students and education system with foreign, especially European, counterparts on a host of attributes, including teachers' salaries, reading scores, scientific literacy, per capita spending on education, and access to educational opportunities. This comparative analysis allows an assessment of U.S. strengths and weaknesses relative to those of other countries. Third, the United States was the first country in the world to embrace the concept of mass education. In doing so, it broke with the European view that education should be limited to an elite few. Europeans observed the American experiment with **mass education**, and their early impressions offer important, lasting assessments about the cultural values that the American system of public education promotes. In particular, the U.S. system seems to create students who (1) are preoccupied with knowledge as it applies to income generation and wealth creation, (2) value personal observations over accumulated knowledge and experience with other ways of life, (3) come away with a belief that the ideal person is **self-made** and able to transcend societal forces, and (4) place high value on educational achievement but not on the dedicated study needed to attain it (Hamilton 1883, Combe 1839).

**Exercises**

1. Give titles to texts 1 and 2.

2. Match the terms from A with their definitions from B:

**A:** 1) life chances, 2) mores, 3) group, 4) glass ceiling, 5) socialization, 6) role

**B:** a) popular concept referring to the limits that women and minorities experience in job mobility

b) a collection of individuals who interact and communicate, share goals and norms, and who have a subjective awareness as "we"

c) strict norms that control moral and ethical behavior

d) the opportunities that people have in common by virtue of belonging to a particular class

e) behavior others expect from a person associated with a particular status

f) the process through which people learn the expectations

3. Add some other facts regarding education in your country after those you read below:

About 80 percent of American 15-year-olds expect to have a high-skilled, white-collar job by age 30. Less than 50 percent of Czech, French, and German 15-year-olds expect to have such a job by that age.

Less than 10 percent of American high school students are enrolled in vocational programs. Depending on the country, 35.6–80.7 percent of European students are enrolled in such programs.

The United States is one of the few countries in the world that does not require students to learn at least one other language. In European Union countries mandatory foreign language study begins as early as age five.

Relative to their European counterparts, U.S. teachers spend more hours in direct contact with students.



### Раздел 3.

**Read the text. Summarize it. Translate into Russian**  
 (<https://learnenglish.britishcouncil.org/business-english/>)

Much of today's business is conducted across international borders, and while the majority of the global business community might share the use of English as a common language, the nuances and expectations of business communication might differ greatly from culture to culture. A lack of understanding of the cultural norms and practices of our business acquaintances can result in unfair judgements, misunderstandings and breakdowns in communication. Here are three basic areas of differences in the business etiquette around the world that could help stand you in good stead when you next find yourself working with someone from a different culture.

#### **Addressing someone**

When discussing this topic in a training course, a German trainee and a British trainee got into a hot debate about whether it was appropriate for someone with a doctorate to use the corresponding title on their business card. The British trainee maintained that anyone who wasn't a medical doctor expecting to be addressed as 'Dr' was disgustingly pompous and full of themselves. The German trainee, however, argued that the hard work and years of education put into earning that PhD should give them full rights to expect to be addressed as 'Dr'.

This stark difference in opinion over something that could be conceived as minor and thus easily overlooked goes to show that we often attach meaning to even the most mundane practices. When things that we are used to are done differently, it could spark the strongest reactions in us. While many Continental Europeans and Latin Americans prefer to be addressed with a title, for example Mr or Ms and their surname when meeting someone in a business context for the first time, Americans, and increasingly the British, now tend to prefer using their first names. The best thing to do is to listen and observe how your conversation partner addresses you and, if you are still unsure, do not be afraid to ask them how they would like to be addressed.

#### **Smiling**

A famous Russian proverb states that 'a smile without reason is a sign of idiocy' and a so-called 'smile of respect' is seen as insincere and often regarded with suspicion in Russia. Yet in countries like the United States, Australia and Britain, smiling is often interpreted as a sign of openness, friendship and respect, and is frequently used to break the ice.

In a piece of research done on smiles across cultures, the researchers found that smiling individuals were considered more intelligent than non-smiling people in countries such as Germany, Switzerland, China and Malaysia. However, in countries like Russia, Japan, South Korea and Iran, pictures of smiling faces were rated as less intelligent than the non-smiling ones. Meanwhile, in countries like India, Argentina and the Maldives, smiling was associated with dishonesty.

#### **Eye contact**

An American or British person might be looking their client in the eye to show that they are paying full attention to what is being said, but if that client is from Japan or Korea, they might find the direct eye contact awkward or even disrespectful. In parts of South America and Africa, prolonged eye contact could also be seen as challenging authority. In the Middle East, eye contact across genders is considered inappropriate, although eye contact within a gender could signify honesty and truthfulness.

Having an increased awareness of the possible differences in expectations and behaviour can help us avoid cases of miscommunication, but it is vital that we also remember that cultural stereotypes can be detrimental to building good business relationships. Although national cultures could play a part in shaping the way we behave and think, we are also largely influenced by the region we come from, the communities we associate with, our age and gender, our corporate culture and our individual experiences of the world. The knowledge of the potential differences should therefore be something we keep at the back of our minds, rather than something that we use to pigeonhole the individuals of an entire nation.

Choose the correct answer according to the text:

1. *The British trainee felt that the people who want to be addressed as 'Dr' must be ...*
  - b. hard-working.
  - c. conceited and self-important.
  - d. doing a medical degree.
  - e. from Germany.
2. *If you are not sure how to address someone, you should ...*
  - a. use the title you see on their business card.
  - b. make your decision based on cultural stereotypes about their country.
  - c. address them the way you'd like to be addressed.
  - d. ask them what they would like you to call them.
3. *There might be a misunderstanding if an American smiles at a Russian business associate because the Russian might think that the American is ...*
  - a. fake.
  - b. challenging their authority.
  - c. trying to break the ice.
  - d. disrespectful.
4. *The Japanese, South Koreans and Iranians might interpret a smiling face as being ...*
  - a. friendlier.
  - b. less open.
  - c. not as intelligent.
  - d. dishonest.
5. *Americans and British people sometimes use eye contact to show that they ...*
  - a. like the speaker.
  - b. are really listening to what is being said.
  - c. are honest and truthful.
  - d. are attending to every need of the speaker.
6. *The last paragraph warns the reader not to ...*
  - a. engage in international business.
  - b. let national cultures shape the way we behave and think.
  - c. let miscommunication damage our business relationships.
  - d. overgeneralise using our knowledge of cultural stereotypes.

## Task 2

### Are the sentences true or false?

1. When doing business internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.
2. To the German trainee, having a PhD is equivalent to being a medical doctor.
3. Sometimes, the smallest things can trigger a huge emotional response in us, especially when they are things we are not used to.

4. In the research done to the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and nonsmiling faces.
5. Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.
6. The writer recommends keeping possible cultural differences in the forefront of our minds when doing business with people with different cultures.

### Discussion

What practices have you encountered that seemed strange or even inappropriate to you?

## Раздел 4.

### Text 1.

**Read the text. Summarize it. Translate into Russian**

### Cultural expectations and leadership

(<https://learnenglish.britishcouncil.org/business-english/>)

Read an article about the different cultural expectations of a leader.

#### *Before reading*

Do the preparation task first. Then read the text and do the exercises.

#### *Preparation task*

Match the definitions (a–h) with the vocabulary (1–8).

#### *Vocabulary Definition*

1. .... vague
  2. .... to carry out a task
  3. .... democratic
  4. .... a hierarchy
  5. .... to come up with
  6. .... resentment
  7. .... to be perceived
  8. .... to have initiative
- a. to perform or complete a job or activity
  - b. unclear, not specific or definite
  - c. a system where members are ranked according to status or authority
  - d. based on the idea that everyone is equal and should be involved in making decisions
  - e. to think of something such as an idea or plan
  - f. to be seen or understood in a certain way
  - g. to have the ability to take action without someone telling you what to do next
  - h. dissatisfaction and bad feelings from being treated unfairly

Reading text:

### Cultural expectations and leadership

Gabriela worked for a multinational company as a successful project manager in Brazil and was transferred to manage a team in Sweden. She was excited about her new role but soon realised that managing her new team would be a challenge.

Despite their friendliness, Gabriela didn't feel respected as a leader. Her new staff would

question her proposals openly in meetings, and when she gave them instructions on how to carry out a task, they would often go about it in their own way without checking with her.

When she announced her decisions on the project, they would continue giving their opinions as if it was still up for discussion. After weeks of frustration, Gabriela emailed her Swedish manager about the issues she was facing with her team. Her manager simply asked her if she felt her team was still performing, and what she thought would help her better collaborate with her team members. Gabriela found her manager vague and didn't feel as if he was managing the situation satisfactorily.

What Gabriela was experiencing was a cultural clash in expectations. She was used to a more hierarchical framework where the team leader and manager took control and gave specific instructions on how things were to be done. This more directive management style worked well for her and her team in Brazil but did not transfer well to her new team in Sweden, who were more used to a flatter hierarchy where decision making was more democratic. When Gabriela took the issue to her Swedish manager, rather than stepping in with directions about what to do, her manager took on the role of coach and focused on getting her to come up with her own solutions instead.

Dutch social psychologist Geert Hofstede uses the concept of 'power distance' to describe how power is distributed and how hierarchy is perceived in different cultures. In her previous work environment, Gabriela was used to a high power distance culture where power and authority are respected and everyone has their rightful place. In such a culture, leaders make the big decisions and are not often challenged. Her Swedish team, however, were used to working in a low power distance culture where subordinates often work together with their bosses to find solutions and make decisions. Here, leaders act as coaches or mentors who encourage independent thought and expect to be challenged.

When Gabriela became aware of the cultural differences between her and her team, she took the initiative to have an open conversation with them about their feelings about her leadership. Pleased to be asked for their thoughts, Gabriela's team openly expressed that they were not used to being told what to do. They enjoyed having more room for initiative and creative freedom. When she told her team exactly what she needed them to do, they felt that she didn't trust them to do their job well. They realised that Gabriela was taking it personally when they tried to challenge or make changes to her decisions, and were able to explain that it was how they'd always worked.

With a better understanding of the underlying reasons behind each other's behaviour, Gabriela and her team were able to adapt their way of working. Gabriela was then able to make adjustments to her management style so as to better fit the expectations of her team and more effectively motivate her team to achieve their goals.

## **Tasks**

### **Task 1**

*Are the sentences true or false?*

1. Gabriela's management style worked well with her team in Brazil but not with her team in Sweden.
2. Gabriela's team questioned her proposals and her decisions because they didn't trust or respect her.
3. Gabriela was satisfied with her Swedish manager's way of dealing with her problem.
4. Gabriela found it helpful to talk openly with her team about the differences in their expectations.
5. Gabriela faced a problem with her Swedish team because her management style was old-fashioned and wrong for the modern world.
6. The author believes that people from high power distance cultures and low power distance cultures should never work together.

### **Task 2**

*Write the sentences in the correct group.*

1. The manager gives the team detailed instructions on what to do.

2. The manager makes the big decisions.
3. Team members do not usually challenge the manager.
4. The manager acts as a guide but encourages input from the team.
5. The manager gives specific advice to help solve problems.
6. The manager involves the team in making decisions together.
7. The manager has a lot of control over what happens.
8. Team members can take the initiative to do things their way.
9. The manager encourages the team to find their own solutions.
10. Team members can often challenge the manager.

| Expectations in a high power distance culture | Expectations in a low power distance culture |
|---|--|
|   |  |

### Discussion

What do you think the role of a manager should be?

### Text 2.

**Delegating** (<https://learnenglish.britishcouncil.org/business-english/>)

Delegating means trusting someone else in your team with work and responsibilities. Why is it so important, and how can we do it better?

*Before reading*

Do the preparation task first. Then read the article and do the exercises.

### Preparation task

Match the definitions (a–h) with the vocabulary (1–8).

### Vocabulary Definition

1. .... leadership
2. .... burnout
3. .... overworked
4. .... to arise
5. .... to hand over
6. .... to oversee
7. .... to discourage
8. .... innovation
- a. made to work too hard
- b. the development and use of new ideas and methods
- c. the set of characteristics that make a good leader
- d. to begin to happen or be noticed
- e. extreme physical and emotional tiredness because of working too much or in continuing conditions of stress
- f. to give something to someone else
- g. to watch or organise an activity to make sure it is being done correctly
- h. to make someone feel less confident, enthusiastic or willing to try something

### Delegating

It might be tempting to think you can do everything faster and better than your team members. It might be hard to hand over tasks you enjoy doing. But attempting to do everything all by yourself

shows poor leadership and can end in personal burnout. You end up overworked, stressed and unable to be the leader your team needs.

Leading a team brings new responsibilities and challenges, and managers need to learn to delegate as much as possible. That means sharing or transferring some of your responsibilities, and trusting other people to do some of the work that you normally do.

Effective delegation gives you the time and space to offer the support needed, deal with the problems that arise and keep an eye on the bigger picture – things that a leader should be doing.

As you consider what tasks to delegate, here are five tips on how you can delegate effectively.

### **1. Start with smaller tasks**

If you're worried about handing over large projects, start by delegating the smaller tasks that don't require much overseeing. This will also give your team members time to get used to their new responsibilities.

### **2. Delegate tasks that will develop your team members**

Delegation shouldn't just be about reducing your workload. It should also be about developing your team and giving them learning opportunities. Choose tasks that help their professional development, and allow them time to get better at doing them. By passing on work you are good at doing yourself and training your team members to do it, you're helping them grow professionally.

### **3. Delegate tasks to people who might like them**

A good team leader knows their team well and knows which tasks would suit which person best. Don't just delegate tasks you don't like doing. When people are doing tasks they enjoy, they're more motivated to do the best job they can do.

### **4. Trust your team**

After handing over a task, some managers regularly look over their staff's shoulders and correct every action they see. This is called micromanagement – a style of management where a manager watches and controls what their team is doing too closely. Micromanaging takes almost as much time as doing the task yourself. It's also demotivating for your team, and discourages creativity and innovation. When we delegate, we need to be able to trust that things will get done, just not in the exact way we would do them.

### **5. Offer support**

As a team leader, you need to set clear goals and expectations, communicate timelines and offer guidance where needed. Don't expect your team members to read your mind and understand your expectations when you haven't given them the necessary information. Check in regularly to make sure everything is on track.

It is not easy to delegate, and it takes practice to do it effectively. But it is by sharing responsibilities that we can become a valuable team player and a true leader.

## **Task 1**

*Choose the five tips included in the article.*

- ☐ Delegate smaller tasks first.
- ☐ Delegate only when you feel you have too much to do.
- ☐ Get organised and set up a system for sharing out tasks.
- ☐ Explain the importance of a task and how it fits into the bigger picture.
- ☐ Delegate tasks that can help team members grow.
- ☐ Delegate tasks that might motivate individual team members.
- ☐ Avoid criticising ways of doing the tasks that might be different from yours.
- ☐ Make sure team members know what you want them to do.

## **Task 2**

*Read these sentences and circle the correct word.*

1. If someone feels extremely tired and overworked, they may be suffering from \_\_\_\_\_.  
a. burnout b. micromanagement c. delegation

2. Being able to delegate shows good \_\_\_\_\_.  
a. domination b. leadership c. micromanagement
3. Delegating tasks gives leaders more time to deal with problems that \_\_\_\_\_.  
a. arise b. happen c. spring
4. When we delegate, we earn the time and space to take on the role of a team \_\_\_\_\_.  
a. player b. expert c. leader
5. It's important to see delegation as an opportunity for professional \_\_\_\_\_.  
a. development b. leadership c. responsibility
6. While leaders shouldn't micromanage, they still need to \_\_\_\_\_ the tasks and ensure that goals are met.  
a. correct b. set c. oversee

### Discussion

What kinds of tasks do you think you should or shouldn't delegate?

### Раздел 5.

#### Five essential marketing trends (<https://learnenglish.britishcouncil.org/business-english/>)

What are the five essential marketing trends that your company needs to know about to move with the times?

#### *Before reading*

Do the preparation task first. Then read the article and do the exercises.

#### *Preparation task*

Match the definitions (a–h) with the vocabulary (1–8).

#### *Vocabulary Definition*

1. .... a retailer
  2. .... knowledgeable
  3. .... a consumer
  4. .... a focus
  5. .... to be ahead of the game
  6. .... to move with the times
  7. .... personalisation
  8. .... to engage with
- a. to change your ideas or behaviour as the world changes
  - b. a person or business that sells things to the public
  - c. a central or important thing that a company pays attention to
  - d. knowing a lot
  - e. the process of changing something according to a particular person's needs, likes, habits, etc.
  - f. a person who buys products and services
  - g. to get involved with or have contact with
  - h. to know more about new developments in a particular subject or activity than your competitors

#### Five essential marketing trends (<https://learnenglish.britishcouncil.org/business-english/>)

The marketing world moves fast. Technology has changed the way we live and the way we promote and sell products. In the last ten years, increasing use of social media, online shopping and platforms like YouTube and Netflix have allowed companies to connect with customers in new

ways. The number of people who go online every day is still increasing, and the marketing trends you need to know about right now are digital.

Here are five essential marketing trends that companies must take note of in order to move with the times.

### **1. Shopping on social media**

Forbes reports that 72 per cent of Instagram users have bought something when using the app and 70 per cent of Pinterest users use the platform to find new and interesting products. Companies can now create posts that allow users to shop directly on social media instead of companies' own websites. This allows retailers to reach their customers more quickly and easily.

### **2. Focus on customer experience**

When a customer comes to your company, you want to make it as easy as possible for them to find what they need and buy your products. PricewaterhouseCoopers reports that 73 per cent of people say that customer experience is an important factor when making a buying decision. And when they say 'customer experience', they most value efficiency, friendly and knowledgeable customer service and easy payment options. Companies that can provide a good customer experience keep their customers and attract new ones.

### **3. Personalisation**

There are so many marketing messages around us every day that people are very good at ignoring them, especially ones about products they're not interested in. So, in order to target the right kind of customer and connect with them, companies are personalising their marketing content. This is made possible by the data that people generate through their internet searches, online shopping habits and social media use. Online product recommendations, adverts and even the design of the marketing message itself is adapted to the interests and preferences of individual consumers.

According to a report, although 86 per cent of people were concerned about privacy issues, 90 per cent were happy to share data about their behaviour if it meant an easier and cheaper shopping experience. In the same survey, 72 per cent of consumers said they would only engage with marketing messages that are personalised according to their interests.

### **4. Video content**

According to Forbes, 91 per cent of consumers say they prefer watching interactive and visual content to reading a traditional piece of information about a product. And consumers are 85 per cent more likely to buy your product after watching a video about it.

If an advertisement is interesting, amusing or unique, people will search for it online and share it with their friends. Live videos on social media platforms like Facebook and Instagram are also known to attract large audiences and get people interacting with companies in the comments, where they can give feedback and ask questions about the products.

### **5. SEO**

SEO stands for Search Engine Optimisation – the strategies companies use to get themselves high up in the results lists of search engines like Google, Bing, Yahoo and others. As the internet plays an increasingly central role in marketing and selling, it is vital for your company to appear in the search results when someone does a related search. For example, if you sell coffee machines, you want your website to appear when someone searches for the best coffee machines or even ways of making coffee.

There is no doubt that the trend of digital marketing and an increased focus on individual customers is set to continue. Companies hoping to gain a larger market share should constantly update their marketing strategies to get ahead of the game.

## **Tasks**

### **Task 1**

*Are the sentences true or false?*

1. Television and newspaper advertisements are still the best ways to promote products.
2. These days, people use social media more, shop online more and choose the videos they want to watch.



3. Nearly three-quarters of Instagram users have shopped on the app.
4. Most people say that if they like a product, the buying experience doesn't matter.
5. Most people will agree to share their data in exchange for a better shopping experience.
6. Videos are a great way for companies to give information about their products and to interact with their customers.
7. SEO is about making sure people see your product or company when they do the Internet searches.
8. If your company is already using digital marketing, it doesn't need to change.

## Task 2

*Circle the correct marketing trend for each strategy.*

1. Advertisements using people's names to get their attention
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
2. A video about how to use your product
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
3. Making it possible for people to buy your product on Facebook
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
4. Making sure your website contains keywords that people will search for
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
5. Customers being able to chat online with a friendly voice from the company to find out more about the product
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
6. Showing clips of models walking around wearing the clothes you're selling
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
7. Making recommendations to customers based on their interests
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO
8. Making sure that your website is easy to use and customers can find what they want easily
  - a. Shopping on social media
  - b. Focus on customer experience
  - c. Personalisation
  - d. Video content e. SEO

## Discussion

How do you think marketing might change in the future?

## Раздел 6.

### Read the text. Summarize it. Translate into Russian

#### Business email writing (<https://lingua.com/businessenglish/reading/#exercises>)

Besides playing a major role in most individuals' personal lives, technology plays a major role in most businesspersons' professional lives, as it's convenient, reliable, and efficient. From text messaging to emailing and scanning files to Skyping, high-tech practices are common in companies.

To benefit as much as possible from these practices, businesspersons must craft and send professional business emails, or emails that serve an official, company-related purpose and are

appropriately written. Professional business emails are appreciated by coworkers, customers, and potential clients alike.

Professional general emails are carefully worded and concise messages about any company subject. For example, one can send a professional general email to a coworker in regards to supply information, to a customer in regards to purchase needs, and so on and so forth. It's important that professional general emails be attentively worded and as brief as possible, to help receivers digest the enclosed information and requests.

Professional response emails are courteous and useful messages sent to a person or organization that sent an initial message. For example, a business manager who's asked about his company's outlook in an email would send a professional response email to address the sender's questions and concerns. This type of email should provide answers and data that're useful to the recipients, based upon what he or she stated initially.

Perhaps the most considerable difficulty in sending professional business emails is remaining calm and official. For example, it might be tempting to send an angry email in response to a customer complaint, but doing so would negatively impact one's company, reputation, and performance. Instead, one should form an email response that is collected, helpful, and useful.

The short-term benefits of sending professional business emails are enhanced productivity, optimal cooperation, and a minimal amount of wasted resources. In the long-term, however, someone who consistently sends professional business emails will likely develop a professional reputation.

## **Tasks**

### **Task 1**

*Answer the following questions of understanding:*

1. What are professional business emails?
  - a. Fun emails exchanged between friends
  - b. Text messages sent during work
  - c. Emails that serve an official, company-related purpose and are appropriately written
  - d. Emails sent in response to other emails
2. What are professional general emails?
  - a. Unimportant emails sent by a company's president
  - b. Emails sent to a company's stockholders
  - c. Carefully worded and concise messages about any company subject
  - d. None of the above
3. What are professional response emails?
  - a. Emails sent to ask a question
  - b. Emails sent for an official, company-related purpose
  - c. Courteous and useful messages sent to a person or organization that sent an initial message
  - d. d 2 and 3
4. How should professional response emails be composed?
  - a. Calmly and professionally
  - b. Angrily
  - c. Without consideration for the recipient's concerns
  - d. As unprofessionally as possible
5. What are the benefits of sending professional business emails?
  - a. Improved relationships
  - b. Effective communication

- c. Saved money
- d. All of the above

## Task 2

Match the words with a similar meaning.

- |                                    |                         |
|------------------------------------|-------------------------|
| 1. look for                        | a) Yours faithfully     |
| 2. receive                         | b) Dear Sirs            |
| 3. branch                          | c) ask                  |
| 4. be able to                      | d) hesitate             |
| 5. forward                         | e) soon                 |
| 6. contact                         | f) subsidiary           |
| 7. Gentlemen                       | g) get in touch with    |
| 8. inquire                         | h) under separate cover |
| 9. Sincerely yours                 | i) pass on to           |
| 10. reply                          | j) get                  |
| 11. say that something is correct  | k) further              |
| 12. in another envelope            | l) search               |
| 13. shortly                        | m) confirm              |
| 14. additional                     | n) can                  |
| 15. delay because you are not sure | o) answer               |

## Раздел 7.

### Read the text. Summarize it. Translate into Russian

**Negotiating** (<https://learnenglish.britishcouncil.org/business-english/>)

For some, negotiating is about winning. For others, it's about compromise. But if we think about it as a collaboration, often both sides can get what they want.

#### *Before reading*

Do the preparation task first. Then read the article and do the exercises.

#### *Preparation task*

Match the definitions (a–h) with the vocabulary (1–8).

#### *Vocabulary Definitions*

1. .... to clash
  2. .... to get your (own) way
  3. .... to compromise
  4. .... collaboration
  5. .... a misconception
  6. .... a foundation
  7. .... profitability
  8. .... a quarrel
- a. a situation where people work together to achieve the same thing
  - b. the capacity to make a profit
  - c. a wrong idea that is based on a failure to understand a situation
  - d. to get what you want, even though other people disagree
  - e. to reduce your demands in order to reach an agreement
  - f. an argument
  - g. to be in conflict

h. a base or starting point

**Negotiating** (<https://learnenglish.britishcouncil.org/business-english/>)

Whether you're negotiating a multimillion dollar deal, agreeing on your role in a project or simply persuading your colleagues to go for Chinese food for lunch, effective negotiation skills can help you to motivate other people, get the best results and improve profitability.

There is often a misconception that negotiating is about insisting on our point of view to get our own way. Conversely, others assume that negotiation is all about compromise and that we have to be ready to forget 50 per cent of what we want.

But thinking of negotiating as either insisting or compromising can damage relationships and leave both sides feeling as if they've lost. According to Fisher and Ury in their best-selling book *Getting to Yes*, there is another way. They argue that collaboration is the key to negotiating successfully, and they illustrate this by telling the story of the Orange Quarrel. It goes like this:

Joey and Jenny are arguing over an orange. In a win-lose situation, Joey might simply take the orange from Jenny. Joey would then be satisfied but Jenny would be upset and frustrated.

Alternatively, Joey might find dishonest ways of convincing Jenny that she didn't want that orange after all. Using this method, Joey might get his way, but he might damage their relationship in the long run.

If they focus on compromise, Joey and Jenny might decide to cut the orange in half. Their effort to share means that each of them now has half of what they wanted but neither of them is fully satisfied.

However, if Joey and Jenny spent some time talking to each other, they might find out that Jenny in fact wants the orange peel to make a cake. Joey, on the other hand, loves eating oranges and doesn't want the peel. In this collaborative scenario, Joey and Jenny are both able to achieve 100 per cent satisfaction when they realise that Jenny can have all the peel and Joey all the fruit. Yet, according to Fisher and Ury, too many negotiations end up with half an orange for each side instead of the whole fruit for one and the whole peel for the other.

The first step to understanding the role of collaboration in negotiations is to realise that it is not always a competitive situation. One person's 'win' doesn't have to equal another person's loss. Exploring the interests and needs of both parties can help us see solutions we didn't consider before.

Here are five things we can do to collaborate when negotiating.

**1. Know your objectives.**

What are your interests in this? Make a list of the results you'd like to achieve. What are your priorities? Remember that maintaining a good relationship might be one of your objectives.

**2. Separate the people from the issue.**

Understand the difference between the content of the negotiation and the people who are negotiating. Try to be objective and manage your negative emotions.

**3. Ask questions and listen.**

Some people enter a negotiation prepared with a speech about what they want. But as seen in the Orange Quarrel, it is important to also understand your negotiation partner's interests and objectives. So, ask questions, listen and get an overview of everyone's situation.

**4. Find shared interests.**

How different are your interests from your negotiating partner's? Get to know which interests clash and which ones are shared. An understanding of shared interests will help you see this as an opportunity to work together rather than a competitive situation.

**5. Look at creative options.**

The first solution you think of, for example splitting the orange in half, might not always be the best one. Think creatively and discuss different alternatives that might work for everyone.

Most people have positive intentions and they do want to get along, even in potentially tense situations. By showing that we are professionals capable of collaborating, we can not only please everyone involved but also set a strong foundation for future negotiations.

## Tasks

### Task 1

*Match the situation (1–3) with the type of negotiation (a–c).*

Situation Negotiation

1. .... Joey takes the whole orange and Jenny gets nothing.
  2. .... Joey and Jenny split the orange and each of them gets half.
  3. .... Joey and Jenny find out that they each need different parts of the orange. Jenny takes the peel and Joey takes the fruit.
- a. Negotiating by compromise
  - b. Win–lose negotiation
  - c. Collaborative negotiation

### Task 2

*Are the sentences true or false?*

1. Negotiating is about how we can insist on our point of view and get what we want.
2. If we don't want to compromise, then we can't negotiate.
3. The moral of the Orange Quarrel is that both sides can achieve 100 per cent satisfaction if they understand each other's needs and think creatively.
4. One objective in negotiation could be to keep a good relationship with the negotiation partner.
5. We should spend most of our negotiation time telling others about what we want.
6. It is important to understand which of your objectives are shared with the other party as well as which objectives could be in conflict.
7. We might have the same goals and objectives as our negotiation partner.
8. We should follow our instincts and take the first solution that comes to mind.

## Discussion

When would collaboration be the best negotiating strategy? When might other strategies work better?

## Раздел 8.

**Read the text. Summarize it. Translate into Russian**

**Competition** (<https://lingua.com/businessenglish/reading/#exercises>)

Customers might not think about competition when they're walking through the grocery store or making an online purchase, but it happens to be a cornerstone of business and the free economy that impacts every single thing that's bought and sold. Technically, competition consists of the cumulative force of actions taken by companies that're designed to improve their market standing,

sales, and ultimately, profits. But really, competition is simply what allows businesses to try and get ahead of each other, and consumers to get the best possible value.

Like many business ideas, competition is best explained through an example. Imagine that a company opens a profitable retail location and sells bread at an enormous profit. After another company notices all the profits that're being made through bread sales in this neighborhood, they may open a store of their own and undercut the competition, or sell similar items or services for lower prices. The first company may respond by lowering their own prices (so they sell more bread to their former customers, who're presumably buying the cheaper bread), and the end result is much cheaper bread for consumers. In this way, businesses going head-to-head benefits customers.

Reverse competition, or the tendency of some businesses to purchase items that're being sold below market value (or the price that an item can reasonably be expected to sell for) and reprice them, is also a business practice that's worth considering. Imagine that a bread company, to limit the success of other businesses, sells their bread that's worth five dollars per loaf elsewhere for one dollar per loaf. Instead of being pushed out of the market, a competing business could recognize the discrepancy between the bread's value and its sale price, and then proceed to purchase all the first company's bread for one dollar and resell it for two dollars with their own label.

The effects of not having competition, in a particular professional sphere or entire economies, are devastating to consumers and the wellbeing of citizens generally. Consider the example of railroad companies in Europe and America a couple centuries back that owned a multitude of tracks and land; essentially no other companies existed to create competition (because the major railroad companies bought all the land and kept others from doing so), and they were able to charge whatever high prices they wanted. This described scenario is an example of a monopoly, or a situation when one company has complete control over an industry and its prices due to a lack of competition.

Lastly, an oligopoly is a style of competition wherein businesses are small in number and coordinate with each other to raise prices—thus making goods and services more expensive for consumers. Modern-day examples of oligopolies are satellite television and internet services, which, although they cost companies very little to provide, are billed to consumers for sizable sums. Thus, something of a general understanding has been reached by leading internet and television companies, as they would make far less money if they competed rigorously.

## **Tasks**

*Answer the following questions:*

1. What is competition in business?
  - a. An annual physical competition between company executives
  - b. Steps taken by companies to enlarge their profits and success by taking business away from others
  - c. One of the most important business elements, and one that's responsible for drastically reducing prices
  - d. 2 and 3
2. What is reverse competition in business?
  - a. The process of giving products away for free, to improve brand recognition
  - b. The process of undercutting companies that are selling products for less than the market value
  - c. The process of helping another business improve their profits
  - d. Nobody is quite sure
3. What are some of the effects of a monopoly?

- a. Little-to-no competition
  - b. Increased prices
  - c. Massive profits at the expense of consumers
  - d. All of the Above
4. What is an oligopoly?
- a. A business phenomenon characterized by one company ruling a market with little to no competition
  - b. A business phenomenon characterized by a group of companies limiting their competition to keep prices high
  - c. A business phenomenon characterized by full competition
  - d. A business phenomenon characterized by artificially low prices
5. How do consumers benefit from competition?
- a. By enjoying lower prices
  - b. By being able to choose from optimized products
  - c. By being able to enter the business world themselves, if an opportunity arises
  - d. All of the above

## Раздел 9.

### Text 1.

**Read the text. Summarize it. Translate into Russian**

Globalization Globalization involves economic, political, and cultural transformations. There are at least four positions on the nature of these transformations.

Position 1: Globalization is producing a homogeneous world characterized by a belief that freedom of expression and appreciation of, and respect for, human and cultural differences should be universally valued and a fusion of distinct cultural practices into a new world culture. This respect and fusion is embodied in trends such as world beat, world cuisine, and world cinema. Globalization includes the emergence of the global citizen, who thinks of the world as one community and feels a responsibility to the planet. The size of the 2007 Live Earth concerts, which engaged 2 billion people worldwide, is evidence that the concept of a global citizen, even if not fully developed, is emerging.

Position 2: Globalization is producing a homogeneous world by destroying variety or the local cultures that get in the way of progress or simply cannot compete against large corporations. The engines of cultural destruction—sometimes referred to as McWorld and Coca-colonization—are consumerism and corporate capitalism. How is globalization destroying local cultures? When people eat a Big Mac or drink a Coke, they are consuming more than a burger or a drink; they are also consuming American/Western images and their associated values. Those values relate to importance placed on food (the time to prepare it and eat), the nature of the relationship between the cook and the person eating (personal versus anonymous), and the place of the individual in relationship to the group (i.e., I can eat whatever I want whenever I want versus I eat what others are eating at standard times of the day).

Position 3: Globalization actually brings value to and appreciation for local products and ways of doing things. Consumption of goods and services is not a one-way exchange in which the buying culture simply accepts a foreign product as it is known and used in the exporting culture(s). While the products of corporate capitalism penetrate local markets, they do not eliminate demand for local ingredients and products. Moreover, local tastes are incorporated into corporate offerings. Coca-Cola, for example, offers 450 different brands in 200 countries, many brands that we may not have heard about, such as Inca Ko, a sparkling beverage available in South America; Samurai, an energy drink available in Asia; and Vita, an African juice drink. Just because a Big Mac or a Coke can be

found anywhere in the world does not mean that locally, regionally, or nationally inspired products vanish.

Position 4: Globalization and its interconnections intensify cultural differences by actually “sparking religious, ethnic, and cultural conflicts as people fight to preserve their identity and particular way of life” to resist Western influences that have dominated globalization to date, to assert an identity that “clashes” with Western ideals (i.e., individualism, freedom of expression, democracy), or to protect and enforce boundaries even as they are opened and erased. Gatekeepers such as airport security and border patrol officers seek to process travelers and cargo from around the world as quickly as possible and, at the same time, close access to real and imagined threats. As a case in point, each year there are an estimated 300 million border crossings from Mexico into the United States (one indicator of global interdependence). In hopes of preventing this massive exchange of people, the U.S. is constructing 700 miles of strategically placed fences along that border, including reinforced fencing, physical barriers, lighting, cameras, and sensors to stop illegal crossings.

### **Task 1:**

**Debate on the issues raised in the text above using the following phrases: In my view/ in my opinion/to my mind If you ask me/ I agree(with)/ I disagree (with)/ I am not sure if/ I have no doubts about**

### **Text 2.**

**Read the text. Summarize it. Translate into Russian**

**Expanding Internationally: Grow As You Go** (adapted from the web)

*by Robin Lea Curle*

(<https://learnenglish.britishcouncil.org/business-english/>)

(I) Large companies usually take advantage of the enormous potential of international markets. They simply budget for the expansion, and spend the necessary sums to build the infrastructure to support future revenue. Entrepreneurs, on the other hand, have limited resources, few connections, and tight budgets. When they go global, they need to be convinced that they are doing the right thing. They also need to believe and respect one guiding principle: grow as you go. In other words, you must finance global expansion as global revenue comes in--and not before.

(II) News like this could terrorize a lot of entrepreneurs. Why go global at all? One reason for many entrepreneurs is that they must. Three years after the founding of our company, Evolutionary Technologies International Inc. (ETI), a large company approached us, saying, "Who represents you in Europe? We're ready to buy."

At that time, in 1994, we had annual revenue of just \$3.5 million. We quickly realized that we had to sell in markets outside the U.S. because of the nature of our product. Our software improves the consistency of data across entire computer systems. If we were selling applications particular to the U.S.--a package, say, for calculating documents for the tax system--it would not have been necessary to go overseas.

(III) These days, entrepreneurial companies are more likely to be selling products used across geographic boundaries.

By entering international markets, even very small companies can increase revenue significantly--as much as 50 percent can come from international markets. They can open their doors to global customers, which buy locally rather than from vendors based only in the U.S. And they can boost market share.



Getting into foreign markets requires a minimal up-front investment, as well as decisions about which markets to enter and how best to do business in each--directly or through distributors. The following guidelines will help entrepreneurs to make their job easier and more efficient.

#### (IV) Getting Started

When ETI decided to enter the global arena, we quickly decided to start in Europe. As a rule, small companies should select a first-priority region and focus on building operations there, rather than expanding into all regions at once. Europe was a good choice for ETI, as it is very large and technologically sophisticated. In addition, customers in Europe require the least amount of adjustments to ETI's software product.

In entering Europe, I assumed responsibility for leading the charge. This is another going-global basic for entrepreneurs: you try to assign one person to be responsible, ideally with a commercial background, international experience, and familiarity with small companies in general and your company in particular.

With an overseer on the domestic front, it is better to hire a local manager to guide you through the machinations particular to each area. These might include accounting issues, such as how to record revenue (in Europe, it's best to transfer revenue to the U.S. where it's taxed at a lower rate), as well as prospecting and local hiring. Our European manager is a Frenchman. We gave him profit-and-loss responsibility.

#### (V) Direct or Distributor?

With both domestic and local managers in place, a company must then decide whether to do business directly in a given country or to work through distributors.

##### The Case for Selling Directly

In our case, in Europe, the decision was easy. Our product requires a good deal of support, and we were concerned that distributors wouldn't provide optimal care and satisfaction for our customers. So we chose to sell directly. Working through our local manager, we hired only a few people at first, and only as revenue came in. In this way, we were able to reduce our risk, assure positive cash flow, and pay for the expansion. The strategy worked. With a staff of 48, our European operation now accounts for 28% of ETI's revenue of between \$35 million and \$45 million.

#### (VI) The Case for Using Distributors

In foreign markets, however, what works best in one area of the world doesn't always work best in another. Although ETI needs to support customers, we discovered that we couldn't sell directly in Japan. Preparing to enter that market this year, we are currently selecting several distributors.

As a very "foreign" place in which to do business, Japan isn't receptive to outsiders. The Japanese tend to buy from other Japanese. Its language serves as an additional barrier. If you haven't been there and done that, there is a lot to learn. Selling directly can be too costly, and you could be excluded.

To get into Japan, we also turned to an American consultant to identify potential resellers. Our consultant is paid according to his/her results. He will receive a percentage of the revenue generated. If you don't have this expertise, don't be shy about buying from the outside.

### Reading Comprehension

#### 1. True or False?

- Large international companies have more opportunities and greater capital to enter the global market than entrepreneurs (I)
- The expression "grow as you go" means that you have to become old in order to become global (I)
- Small companies expanding overseas can increase their profits considerably (III)
- According to the writer, when companies decide to globalize they must expand into many foreign countries at the same time (IV)
- ETI has never used distributors. It has always preferred to sell directly both in Europe and in the world (V; VI)

2. *Answer the questions (Comprehension):*

- a. What is the difference between a domestic and a local manager? (IV; V)
- b. What is the problem with the Japanese market? (VI)
- c. Why did ETI decide to become global? (II)

3. *Answer the questions (language):*

1. "tight budgets" (I) means:  
A. little money spent    B. little money to spend    C. no money to spend
2. "Entrepreneurs" (I, II) are:  
A. Actors    B. Businesspersons    C. Speculators
3. When you found a company (II) you:  
A. discover it    B. move it    C. find it    D. create it
4. Among the following words, 2 are synonyms of "revenue" (I, II):  
A. capital    B. banknotes    C. profits    D. cash    E. earnings
5. What are the synonym and opposite of the word "vendors" (III)?
6. The verbal expression "boost market share" (III) means:  
A. decrease market share  
B. increase market share  
C. limit market share  
D. divide market share

4. *What words and expressions in the text mean the same as:*

- a. amount, total, quantity (n. pl, I)
- b. probable, possible (adj. III)
- c. become bigger or greater in amount (v. III)
- d. in advance (adv. III)
- e. option, selection (n. IV)
- f. responsibility (n., IV)
- g. supervisor (n., IV)
- h. register, write down (v. IV)
- i. something which is lost (n. IV)
- j. worried, preoccupied (v. V)
- k. attention, supervision (n. V)
- l. personnel, crew, team (n. V)
- m. found, learned of (v. VI)
- n. advisor, counsellor (n. VI)
- o. proficiency, skill (n. VI)

## Раздел 10.

### **Four book summaries** (<https://learnenglish.britishcouncil.org/business-english/>)

Read a series of book summaries to practise and improve your reading skills.

#### *Before reading*

Do the preparation task first. Then read the text and do the exercises.

#### *Preparation task*

Match the definitions (a–h) with the vocabulary (1–8).

#### *Vocabulary Definitions*

1. .... tribalism
2. .... a mindset

3. .... a lifespan
4. .... a demagogue
5. .... to dismiss
6. .... to distort
7. .... to occur
8. .... fatalism
- a. to change something (like information) so that it is not true or accurate any more
- b. a way of thinking about things
- c. the behaviour and attitudes that come from strong loyalty to your own social group
- d. a belief that says you cannot stop things happening, especially bad things
- e. the length of time a person is expected to live
- f. to happen especially in an unexpected way
- g. to reject serious consideration of something
- h. a political leader who gains power by appealing to people's emotions, passions and prejudices

**Four book summaries** (<https://learnenglish.britishcouncil.org/business-english/>)

*Four positive books about the world*

***Factfulness – Hans Rosling with Ola Rosling and Anna Rosling Rönnlund***

In Factfulness, Professor Hans Rosling, along with two collaborators, asks simple questions about the world. Questions like 'How many girls finish school?' and 'What percentage of the world's population is poor?' It turns out the majority of us get the answers to these questions completely wrong. Why does this happen? Factfulness sets out to explain why, showing that there are several instincts humans have that distort our perspective.

For example, most people divide the world into US and THEM. In addition, we often believe that things are getting worse. And we are consuming large amounts of media that use a sales model based on making us afraid.

But according to the authors, the world isn't as bad as we think. Yes, there are real concerns. But we should adopt a mindset of factfulness – only carrying opinions that are supported by strong facts. This book is not concerned with the underlying reasons for poverty or progress, or what should be done about these issues. It focuses on our instinctive biases, offering practical advice to help us see the good as well as the bad in the world.

***Enlightenment Now – Steven Pinker***

Are things getting worse every day? Is progress an impossible goal? In Enlightenment Now, Steven Pinker looks at the big picture of human progress and finds good news. We are living longer, healthier, freer and happier lives.

Pinker asks us to stop paying so much attention to negative headlines and news that declares the end of the world. Instead, he shows us some carefully selected data. In 75 surprising graphs, we see that safety, peace, knowledge and health are getting better all over the world.

When the evidence does not support his argument, however, he dismisses it. Economic inequality, he claims, is not really a problem, because it is not actually that important for human well-being. One cannot help wondering how many people actually living in poverty would agree.

The real problem, Pinker argues, is that the Enlightenment values of reason and science are under attack. When commentators and demagogues appeal to people's tribalism, fatalism and distrust, then we are in danger of causing irreparable damage to important institutions like democracy and world co-operation.

***The Rational Optimist – Matt Ridley***

For more than two hundred years the pessimists have been winning the public debate. They tell us that things are getting worse. But in fact, life is getting better. Income, food availability and lifespan are rising; disease, violence and child mortality are falling. These trends are happening all around the world. Africa is slowly coming out of poverty, just as Asia did before.

The internet, mobile phones and worldwide trade are making the lives of millions of people much better.

Best-selling author Matt Ridley doesn't only explain how things are getting better; he gives us reasons why as well. He shows us how human culture evolves in a positive direction thanks to the exchange of ideas and specialisation. This bold book looks at the entirety of human history – from the Stone Age to the 21st century – and changes the notion that it's all going downhill. The glass really is half-full.

### ***The Great Surge – Steven Radelet***

The majority of people believe that developing countries are in a terrible situation: suffering from incredible poverty, governed by dictators and with little hope for any meaningful change. But, surprisingly, this is far from the truth. The reality is that a great transformation is occurring. Over the past 20 years, more than 700 million people have increased their income and come out of poverty. Additionally, six million fewer children die every year from disease, millions more girls are in school and millions of people have access to clean water.

This is happening across developing countries around the world. The end of the Cold War, the development of new technologies and brave new leadership have helped to improve the lives of hundreds of millions of people in poor countries. The Great Surge describes how all of this is happening and, more importantly, it shows us how we can accelerate the process.

## **Tasks**

### **Task 1**

Circle the correct answer.

1. Which book talks about how we can continue to make things even better?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
2. Which book covers a long period of human history?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
3. Which book claims that human intuition negatively affects the way people think about the world?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
4. Which book says that current establishments are under threat from politics?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
5. Which book explains that we tend to mentally divide humans into two clear groups?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
6. Which book claims that trade has helped make life better around the world?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
7. Which book makes the claim that unfair distribution of wealth does not affect happiness as much as people think?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge
8. Which book focuses primarily on developing countries?  
a. Factfulness    b. Enlightenment Now    c. The Rational Optimist    d. The Great Surge

### **Task 2**

Complete the sentences with words from the box.

|         |        |        |             |
|---------|--------|--------|-------------|
| consume | make   | adopt  | progress    |
| lead    | public | access | irreparable |

1. Innovation is one of the most important factors in human ..... across history.
2. Many people ..... all their media on smartphones.
3. The young politician is trying to get people to ..... a positive mindset about coping with climate change.
4. Pinker thinks that now is the time to ..... the case for science and reason.

5. The details of the law were agreed after lengthy ..... debate in the media.
6. Millions of people simply do not have ..... to clean water.
7. The United Nations said that everyone should have the same chance to ..... a healthy life.
8. We have caused ..... damage to our rivers and lakes.

### Discussion

Would you like to read any of these books?

### Критерии оценивания форм текущего контроля успеваемости

#### Критерий оценивания чтения.

#### Оценка

Правильная идентификация и нормативная артикуляция звуков, правильная постановка ударения в словах, соблюдение ритмики и интонации предложения. Темп естественный, текст хорошо воспринимается на слух. Допускаются одиночные фонематические ошибки и паузы.

5

В основном правильная идентификация и артикуляция звуков. Допускается некоторое количество фонематических ошибок и пауз. Присутствует влияние родного языка в фонетике и ритмике. Недостаточная связность и беглость.

4

Текст воспринимается с трудом из-за значительного количества фонематических ошибок. Интонация обусловлена влиянием родного языка. Нарушение ритма, много пауз.

3

Многочисленные фонематические и интонационные ошибки, приводящие к невозможности воспринимать текст.

2

#### Критерий оценивания письменного перевода.

#### Оценка

Выполнен полный и точный перевод. Допускается незначительная стилистическая погрешность, не влияющая на понимание текста. Стиль и нормы родного языка не нарушены.

5

Допускается одна-две фактических (смысловых) ошибки (в зависимости от степени искажения смысла) и одна - две стилистических погрешности, не влияющих на понимание текста. Нарушения норм родного языка незначительные.

4

Перевод содержит 3 фактические ошибки, возможна частичная потеря информации. Нарушены нормы и стиль родного языка.

3

Перевод содержит 4 и более фактических ошибок. Нарушена полнота и адекватность перевода. Стиль и нормы родного языка нарушены.

2

#### Критерии оценивания перевода с русского языка на иностранный

| Критерии   | Оценка |
|--|--------|
| Выполнен полный и точный перевод. Допускается незначительные погрешности, не влияющие на понимание | 5      |

|  |   |
|--|---|
| текста.  |   |
| Допускается одна-две фактические (смысловые) ошибки (в зависимости от степени искажения смысла) незначительные погрешности, не влияющие на понимание текста. | 4 |
| Перевод содержит 3-4 фактические ошибки, возможна частичная потеря информации.   | 3 |
| Перевод содержит 5 и более фактических ошибок. Нарушена полнота и адекватность перевода.   | 2 |

*Критерии оценивания практических и домашних заданий:*

|                                 |        |
|---------------------------------|--------|
| % правильно выполненных заданий | оценка |
| 100% - 91%                      | 5      |
| 90% - 70%                       | 4      |
| 69% - 52%                       | 3      |
| 51% и менее                     | 2      |

*Критерий оценивания участия в дискуссии*

Оценка

Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Основные аргументы излагаются четко и воспринимаются на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.

5

Коммуникативная задача решена не полностью. Есть незначительные нарушения в четкости изложения аргументов и восприятия их на слух. Речь понятная. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях.

4

Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.

3

Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических грамматических ошибок. Много пауз, нет логики и связности.

2

и

*Критерии оценки сочинения*

| Критерий   | Оценка   |  |  |
|--|--|--|--|
|  | 5  | 4  | 3  |
| Лексические и синтаксические средства, адекватные научному стилю | Использованы адекватные лексические и синтаксические средства, | В использованных лингвистических средствах есть отклонения от стиля, не мешающие | Лингвистические средства не отвечают поставленной задаче и не соответствуют академическому |

|   |   |   |  |
|---|---|---|--|
| письменной речи.                            | характеризующие академический стиль письменной речи.  | пониманию текста.   | стилю письма.  |
| Пунктуация и орфография.                    | Студент не допустил серьезных пунктуационных или орфографических ошибок (от 0 до 2 ошибок).                         | Студент допустил от 3 до 4 пунктуационных или орфографических ошибок. | Студент допустил больше 5 орфографических или пунктуационных ошибок. |
| Структура работы. Логическая связь абзацев. | Работа грамотно структурирована, прослеживается четкая связь абзацных частей, маркированная вводными конструкциями. | В структуре работы есть нарушения, нечеткое абзацное деление.         | Абзацное деление нарушено, вводные конструкции не употреблены.       |
| Логика повествования.                       | Логика изложения повествования четкая и не нарушается. Прослеживается связь между аргументами.                      | Логика изложения местами нарушена.                                    | Отсутствует четкая аргументация.                                     |

## 2. Список вопросов и (или) заданий для проведения промежуточной аттестации

На зачете проверяется сформированность компетенций УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия (индикаторы ИД-УК-4.1 Осуществляет письменную и устную коммуникацию на иностранном языке в академической и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, представляя результаты своей деятельности на различных научных мероприятиях, включая международные и ИД-УК-4.2 Демонстрирует умения выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях), ОПК-1 Способен применять в профессиональной деятельности, в том числе педагогической, широкий спектр коммуникативных стратегий и тактик, риторических и стилистических приемов, принятых в разных сферах коммуникации (индикаторы ИД-ОПК-1.1 Грамотно применяет в профессиональной деятельности коммуникативные стратегии и тактики и ИД-ОПК-1.2 Использует целесообразно и оправданно риторические и стилевые приемы в разных сферах коммуникации, ПК-6. Способен к созданию, редактированию, реферированию систематизированию и трансформации (например, изменению стиля, жанра, целевой принадлежности текста) всех типов текстов официально-делового и публицистического стиля (индикаторы И-ПК 6.1. Создает качественные тексты официально-делового и публицистического стилей и И-ПК-6.2. Осуществляет редактирование, реферирование и трансформацию текстов официально-делового и публицистического стилей).

### Содержание зачета

На зачете осуществляется проверка навыков говорения по изученной тематике. Студенты составляют диалог в предложенной ситуации с использованием изученной активной лексики по темам и правил речевого этикета. Кроме того, проверяется умение поддержать беседу по одной из изученных тем и составить деловое письмо на английском языке с использованием усвоенных грамматических явлений и лексического минимума.

Зачет состоит из двух пунктов. Каждый пункт зачетного задания оценивается отдельно. Оценка «зачтено» выставляется студенту, получившему положительную оценку (не менее «3») за каждый пункт выполненного задания.

Оценка «не зачтено» выставляется студенту, получившему отрицательную оценку (менее «3») хотя бы за один из пунктов выполненного задания, а также получившему на зачете задание, но не выполнившему его или отказавшемуся отвечать.

### **Структура зачета:**

1. Беседа по одной из пройденных тем.
2. Составление делового письма

#### **1. Список вопросов (заданий) к зачету**

1. Jobs and Careers.
2. Company Culture.
3. Business in different cultures.
4. Management style and team building.
5. Marketing.
6. Business writing.

#### **2. Задания для составления делового письма:**

1. Make up a Covering Letter
2. Make up an Offer
3. Make up a Letter of Order
4. Make up a Letter of Acknowledgement / Confirmation
5. Make up a Refusal of Orders
6. Make up a Letter of Complaint / Claim Letter

### **Шкала и критерии оценивания ответа на зачете**

#### **Шкала и критерии оценивания диалога и беседы по теме:**

| <b>Критерии</b>   | <b>Оценка</b>       |
|---|---------------------|
| Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.  | отлично             |
| Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях. | хорошо              |
| Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.   | удовлетворительно   |
| Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических   | неудовлетворительно |



|   |  |
|---|--|
| ошибок. Много пауз, нет логики и связности. |  |
|---|--|

•  
**Шкала и критерии оценивания делового письма:**

| <b>Критерии</b>   | <b>Оценка</b>       |
|---|---------------------|
| Цели написания делового письма достигнуты в полной мере; выдержаны структура, логика и последовательность изложения делового письма; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более двух коммуникативно незначимых ошибок. | отлично             |
| Цели написания делового письма достигнуты в общем; структура и логика изложения делового письма выдержаны в целом, допущены нарушения в стиле написания письма; допущено не более двух коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок.                  | хорошо              |
| Главные цели написания делового письма достигнуты частично; нарушены структура и логика изложения делового письма, допущены нарушения в стиле написания письма; допущено не более трех коммуникативно значимых ошибок и четырех коммуникативно незначимых ошибок.               | удовлетворительно   |
| Главные цели написания делового письма не достигнуты; стиль делового письма не выдержан, отсутствует логика и нарушена последовательность изложения; допущено более четырех коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок.                             | неудовлетворительно |

•  
**Критерии оценки зачета**

**Оценка «зачтено»** выставляется студентам: 1) обнаружившим всестороннее, систематическое и глубокое знание учебного и нормативного материала, умеющим свободно выполнять задания, предусмотренные программой, усвоившим основную и знакомым с дополнительной литературой; 2) обнаружившим полное знание учебного материала, успешно выполняющим предусмотренные в программе задания, усвоившим основную литературу, демонстрирующим систематический характер знаний по дисциплине и способным к их самостоятельному пополнению и обновлению в ходе дальнейшей учебной работы и профессиональной деятельности; 3) показавшим знание основного учебного материала в объеме, необходимом для дальнейшей учебы и в предстоящей работе по профессии, справляющихся с выполнением заданий, предусмотренных программой, но допустившим погрешности в ответе и при выполнении контрольных заданий, не носящие принципиального характера.

**Оценка «не зачтено»** выставляется студентам, обнаружившим пробелы в знаниях основного учебного материала, допускающим принципиальные ошибки в выполнении предусмотренных программой заданий. Ответ носит несистематизированный, отрывочный, поверхностный характер, студент не понимает существа излагаемых им вопросов и не ориентируется в материале.

**Итоговый контроль** проводится в конце 3 семестра в форме экзамена.

На экзамене проверяется сформированность компетенций УК-4 Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия (индикаторы ИД-УК-4.1 Осуществляет письменную и устную коммуникацию на иностранном языке в академической

и профессиональной сферах, в том числе в условиях межкультурного взаимодействия, представляя результаты своей деятельности на различных научных мероприятиях, включая международные и ИД-УК-4.2 Демонстрирует умения выполнять разные типы перевода академического текста с иностранного на государственный язык в профессиональных целях), ОПК-1 Способен применять в профессиональной деятельности, в том числе педагогической, широкий спектр коммуникативных стратегий и тактик, риторических и стилистических приемов, принятых в разных сферах коммуникации (индикаторы ИД-ОПК-1.1 Грамотно применяет в профессиональной деятельности коммуникативные стратегии и тактики и ИД-ОПК-1.2 Использует целесообразно и оправданно риторические и стилистические приемы в разных сферах коммуникации, ПК-6. Способен к созданию, редактированию, реферированию систематизированию и трансформации (например, изменению стиля, жанра, целевой принадлежности текста) всех типов текстов официально-делового и публицистического стиля (индикаторы И-ПК 6.1. Создает качественные тексты официально-делового и публицистического стилей и И-ПК-6.2. Осуществляет редактирование, реферирование и трансформацию текстов официально-делового и публицистического стилей).

### Содержание экзамена

1. Чтение и передача содержания текста (объем: 1800 - 2000 печ. знаков). Беседа по проблемам, затронутым в тексте.
2. Беседа по одной из пройденных тем.

Каждый пункт экзаменационного задания оценивается отдельно. Итоговая экзаменационная оценка представляет собой средний результат.

### 1. Текст для чтения и пересказа

#### CULTURAL DIVERSITY

It is rare for a society to be culturally **uniform**. As societies develop and become more complex, different cultural traditions appear. The more complex the society, the more likely its culture will be internally varied and diverse. The United States, for example, hosts enormous cultural diversity stemming from religious, ethnic, and racial differences, as well as regional, age, gender, and class differences. Currently, more than 12.5 percent of people in the United States are foreign born. In a single year, immigrants from more than 100 countries come to the United States (U.S. Census Bureau 2009). Whereas earlier immigrants were predominantly from Europe, now Latin America and Asia are the greatest sources of new immigrants. One result is a large increase in the number of U.S. residents for whom English is the second language. Cultural diversity is clearly a characteristic of contemporary American society. The richness of American culture stems from the many traditions that different groups have brought with them to this society, as well as from the cultural forms that have emerged through their experience within the United States. Jazz, for example, is one of the few musical forms indigenous to the United States. An indigenous art form refers to something that originated in a particular region or culture. However, jazz also has roots in the musical traditions of slave communities and African cultures. Since the birth of jazz, cultural greats such as Ella Fitzgerald, Count Basie, Duke Ellington, Billie Holiday, and numerous others have not only enriched the jazz tradition but have also influenced other forms of music, including rock and roll. Strongly influenced by instruments of culture such as television, the fashion industry, and Anglo-European traditions and includes diverse elements such as fast food, Christmas shopping, and professional sports. It is also a culture that emphasizes achievement and individual effort.

### 2. Перечень экзаменационных (устных) тем для беседы.

1. Jobs and Careers.
2. Company Culture.

3. Business in different cultures.
4. Management style and team building.
5. Marketing.
6. Business writing.
7. Business interaction and communication. Negotiations.
8. Business strategy and Innovations.
9. Global Economy.
10. Research.

### **Критерии оценивания экзамена**

#### *Критерии оценивания передачи содержания текста*

Оценивается эффективность и грамотность передачи студентом содержания исходного текста на иностранном языке, умение выделить основную идею и передать ее в краткой форме. Ошибкой считается искаженная или неправильно переданная информация, грубые нарушения норм иностранного языка, повлекшие за собой нарушение коммуникации.

| <b>Критерии</b>  | <b>Оценка</b> |
|--|---------------|
| Цели передачи содержания текста достигнуты в полной мере; допущено не более одной коммуникативно значимой ошибки, приведшей к недопониманию, а также не более трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме. | 5             |
| Цели передачи содержания текста достигнуты в общем; допущено не более двух–трех полных коммуникативно значимых ошибок и трех коммуникативно незначимых ошибок. Передача содержания осуществлена в полном объеме.                                       | 4             |
| Главные цели передачи содержания текста достигнуты частично; допущено не более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания осуществлена в основном.  | 3             |
| Главные цели передачи содержания текста не достигнуты; допущено более пяти полных коммуникативно значимых ошибок и пяти коммуникативно незначимых ошибок. Передача содержания не осуществлена.   | 2             |

#### *Критерии оценивания беседы по теме*

| <b>Критерии</b>   | <b>Оценка</b> |
|---|---------------|
| Коммуникативная задача решена полностью. Речь отчетливая, понятная, беглая. Активная лексика используется правильно и в полном объеме. Основные события и факты выявлены при чтении и восприятии речи на слух правильно. Высказывания логичны, соответствуют задаче. Выражено свое отношение к ситуации. Допустимы единичные ошибки, не препятствующие коммуникации.  | 5             |
| Коммуникативная задача решена не полностью. Есть незначительные нарушения в выявлении фактов воспринимаемого материала. Речь понятная. Активная лексика используется в основном правильно. Высказывания в целом соответствуют ситуации. Допущен ряд грамматических, лексических или фонематических ошибок, не препятствующих коммуникации. Допустимо незначительное нарушение логики и паузы в высказываниях. | 4             |
| Коммуникативная задача решена частично. Высказывания содержат значительное количество ошибок и пауз, но соответствуют тематике. Активная лексика используется в ограниченном объеме. Логика нарушена.   | 3             |
| Коммуникативная задача не решена. Реакции на реплики отсутствуют. Активная лексика не используется. Общение сводится к отдельным словам и словосочетаниям при большом количестве фонематических, лексических и грамматических ошибок. Много пауз, нет логики и связности.   | 2             |

## **Приложение №2 к рабочей программе дисциплины «Академическое и деловое общение на иностранном языке»**

### **Методические указания для студентов по освоению дисциплины**

В процессе изучения иностранного языка в вузе, студент должен:

- осуществлять серьезную, систематическую и упорную работу по овладению языком, ожидая успеха лишь при регулярных занятиях;
- помнить, что самостоятельная работа – неотъемлемая часть освоения дисциплины, без которой аудиторная работа под руководством преподавателя будет менее эффективна. Регулярное использование ресурсов Интернета и периодических изданий позволит повысить собственную языковую культуру.
- постоянно пополнять собственный словарный запас по специальности, заниматься составлением специализированного словника;
- читать художественную и специализированную литературу на иностранном языке, изыскивать возможности к общению с носителями языка (семинары и встречи в Домах дружбы, переписка, участие в Интернет-форумах);
- развивать в себе стремление к спонтанному, пусть и не безошибочному говорению, добываясь ясного и четкого выражения мысли;
- проявлять уважение к своим преподавателям и поддерживать с ними деловой контакт, выполняя их советы и рекомендации.
- уметь работать в команде в рамках выполнения коммуникативных, проектных и пр. заданий.

### **Требования к освоению дисциплины**

Регулярное посещение практических занятий. На практических занятиях внимание обращается на изучение основных правил делового общения на иностранном языке. При появлении вопросов необходимо обратиться к преподавателю для разъяснения сложных случаев употребления языковых единиц.

Активная работа на практических занятиях. При проведении практических занятий оценивается подготовленность студента к занятию, его активность при анализе языкового материала, выполнении упражнений.

Постоянное выполнение домашних заданий. Выполнение домашних заданий обеспечивает самостоятельный анализ языкового материала, закрепление знаний и умений, полученных на аудиторных занятиях.

Выполнение всех письменных работ по курсу на положительную оценку. При получении студентом неудовлетворительной оценки преподаватель назначает часы консультаций, на которых можно задать вопросы по содержанию дисциплины. Если студент не был на занятии, на консультации студент отвечает пройденный материал по теме устно.