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Информация о владельце:
ФИО: Андрей Драгомирович Хлутков
Должность: директор
Дата подписания: 17.09.2024 17:44:16
Уникальный программный ключ:
880f7c07c583b07b775f6604a630281b13ca9fd2

Приложение 6

**Федеральное государственное бюджетное образовательное
учреждение высшего образования
«РОССИЙСКАЯ АКАДЕМИЯ НАРОДНОГО ХОЗЯЙСТВА
И ГОСУДАРСТВЕННОЙ СЛУЖБЫ
ПРИ ПРЕЗИДЕНТЕ РОССИЙСКОЙ ФЕДЕРАЦИИ»**

Северо-Западный институт управления - филиал РАНХиГС

Кафедра управления в сфере туризма и гостиничного бизнеса

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Электронная подпись

ПРОГРАММА БАКАЛАВРИАТА

«Туризм и регионоведение»

(наименование образовательной программы)

**РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ,
реализуемой без применения электронного (онлайн) курса**

Б1.О.28 «Психология делового общения / Psychology of business communication»

43.03.02 Туризм и регионоведение

(код, наименование направления подготовки)

Очная/Заочная
(формы обучения)

Год набора – 2024

Санкт-Петербург, 2024 г.

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РПД Б1.О.28 «Психология делового общения / Psychology of business communication» одобрена на заседании кафедры управления в сфере туризма и гостиничного бизнеса.

В новой редакции Протокол от «30» августа 2024 г. №1.

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Пояснительная записка

Разработчики программы, опираясь на Общевропейскую шкалу компетенций владения иностранным языком, разработанную Советом Европы, считают, что минимально допустимый уровень освоенных языковых навыков наиболее точно соотносится с полностью пройденным и усвоенным В1 по общевропейской шкале.

Перечень планируемых результатов обучения по дисциплине, соотнесенных с планируемыми результатами освоения программы:

1.1. Дисциплина Б1.О.29 Психология делового общения / Psychology of business communication обеспечивает овладение следующими компетенциями с учетом этапа:

Код компетенции	Наименование компетенции	Код компонента компетенции	Наименование компонента компетенции
УК-3	Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде	УК-3.2	Способен анализировать возможные последствия личных действий и планирует свои действия для достижения заданного результата
УК-4	Способен применять современные коммуникативные технологии, в том числе на иностранном(ых) языке(ах), для академического и профессионального взаимодействия	УК-4.1	Способен использовать основные современные коммуникативные средства, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии
УК-5	Способен воспринимать межкультурное разнообразие общества в социально-историческом, этическом и философском контекстах	УК-5.3	Способен придерживаться принципов недискриминационного взаимодействия при личном и массовом общении в целях выполнения профессиональных задач и усиления социальной интеграции
ПКО-4.2	Применяет основные приемы соблюдения нравственных, этических и правовых норм в профессиональной сфере		

1.2. В результате освоения дисциплины у студентов должны быть сформированы:

Профессиональные действия	Код компонента компетенции	Результаты обучения
организует и управляет ситуациями общения, сотрудничества, развивая активность, самостоятельность, инициативность, творческие способности участников социального взаимодействия выбирает и применяет необходимые методы и средства создания безопасной и психологически комфортной	УК-3.2	на уровне знаний: - знает основы организации социального взаимодействия, в т.ч. с учетом возрастных особенностей - знает современные технологии взаимодействия, с учетом основных закономерностей возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий, особенностей социализации личности

<p>среды, защищая достоинство и интересы участников социального взаимодействия</p>		<p>На уровне умений:</p> <ul style="list-style-type: none"> - умеет организовывать, управлять ситуациями общения, сотрудничества, развивая активность, самостоятельность, инициативность, творческие способности участников социального взаимодействия - умеет создавать безопасную и психологически комфортную среду, защищая достоинство и интересы участников социального взаимодействия <p>На уровне навыков</p> <ul style="list-style-type: none"> - владеет методами организации конструктивного социального взаимодействия; - владеет способностью организовывать, управлять ситуациями общения, сотрудничества, с учетом возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий его участников;
<p>Определяет и обосновывает цель публичного выступления (проведения деловой встречи). Выбирает адекватную форму деловой коммуникации. Разрабатывает план публичного выступления (деловой встречи). Подбирает адекватные аргументы, управляет коммуникацией. Демонстрирует знание норм делового этикета. Делает обоснованные выводы. Выбирает адекватную форму делового документа. Соблюдает требования к языку делового документа. Соблюдает требования по оформлению делового документа. Отбирает содержание делового документа, адекватное цели его написания.</p>	<p>УК-4.1</p>	<p>на уровне знаний:</p> <ul style="list-style-type: none"> - знать основные структурные особенности построения высказывания на иностранном языке; - знать основные правила сочетаемости языковых единиц разного уровня: фонологического, морфологического, грамматического и семантического <p>на уровне умений:</p> <ul style="list-style-type: none"> - уметь самостоятельно спланировать и провести деловую встречу на иностранном языке; - понимать устную и письменную речь в рамках изучаемой дисциплины; - знать деловой этикет страны контрагента; - составлять устные и письменные тексты с учётом традиций выстраивания коммуникации, принятых в стране изучаемого языка <p>на уровне навыков:</p> <ul style="list-style-type: none"> - свободно владеть специфической лексикой, распространенной в деловой сфере - не испытывать затруднений в выборе языковых средств
<p>Определяет основные отличия представлений культур друг о друге. Соблюдает этикет, моральные и культурные нормы. организует продуктивную, познавательную-исследовательскую деятельность в ситуации культурного диалога. Выбирает средства общения</p>	<p>УК-5.3</p>	<p>На уровне знаний</p> <ul style="list-style-type: none"> - знает особенности социальной организации общества, специфику менталитета, аксиосферы и мировоззрения культур - знает особенности представлений культур друг о друге с учетом наличия общего ценностного контекста, этностерео и гетеростереотипов, формируемых информационной средой

<p>исходя из ситуации, стремясь к взаимопониманию. Зная причины конфликтов, стремится избегать их или разрешать самостоятельно</p>		<p>(история, философия, художественная культура, мультимедиа, личный опыт)</p> <ul style="list-style-type: none"> - знает основы теории коммуникации, проблемы культурной идентичности и межкультурных контактов <p>На уровне умений:</p> <ul style="list-style-type: none"> - умеет достигать эффективности коммуникации; использовать общие коды (вербальные или невербальные) - умеет преодолевать культурный барьер, воспринимая межкультурные различия избегать предубеждений и настраиваться на совместные действия с представителями других культур - сохраняя национальную идентичность, умеет избегать этноцентризма; соблюдать нормы этикета, моральные и культурные нормы <p>На уровне навыков</p> <ul style="list-style-type: none"> - владеет способностью преодолевать стереотипы - владеет творческим отношением к процессу коммуникации - владеет способностью использовать набор коммуникативных средств и делать их правильный выбор в зависимости от ситуации общения (тон, стиль, стратегии, речевые жанры, тематика и т. д.)
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2. Объем и место дисциплины в структуре ОП ВО

В соответствии с учебным планом дисциплина Б1.О.28 Психология делового общения / Psychology of business communication входит в состав дисциплин базовой части блока Б1 «Дисциплины (модули)» и изучается в 3 семестре.

Изучение данной дисциплины основывается на базе предыдущего уровня образования (курс полного общего образования). На этом этапе обучения осуществляется профессионально-ориентированная подготовка по английскому языку, позволяющая решать задачи межличностного и межкультурного общения. Входной уровень владения иностранным языком на данном этапе составляет В1 (предпороговый уровень)¹ Общая трудоемкость дисциплины позволяет достичь уровня В2 (пороговый уровень) по окончании курса.

Содержание данной дисциплины является основой для изучения дисциплин, преподаваемых на английском языке на последующих курсах, и для самостоятельной работы с источниками литературы, представленными англоязычными авторами.

Дисциплина может реализовываться с применением дистанционных образовательных технологий (далее – ДОТ).

Доступ к системе дистанционных образовательных технологий осуществляется каждым обучающимся самостоятельно с любого устройства на портале: <https://sziu-de.ganepa.ru/>. Пароль и логин к личному кабинету / профилю предоставляется студенту в деканате.

Все формы текущего контроля, проводимые в системе дистанционного обучения, оцениваются в системе дистанционного обучения. Доступ к видео и материалам лекций предоставляется в течение всего семестра. Доступ к каждому виду работ и количество попыток на выполнение задания предоставляется на ограниченное время согласно регламенту дисциплины, опубликованному в СДО. Преподаватель оценивает выполненные обучающимся работы не позднее 10 рабочих дней после окончания срока выполнения.

Объем дисциплины Очная форма обучения

Общая трудоемкость дисциплины составляет 4 зачетных единиц, 144 академических часов/ 108 астр. часов на очной форме обучения.

Вид работы	Трудоемкость (в акад. часах/ в астроном. часах)
Общая трудоемкость	144/108
Контактная работа с преподавателем	48/36 2/1,5- ч. консультация
Лекции	16/12
Практические занятия	32/24
Консультация	2/1,5
Самостоятельная работа	94/70,5
Формы текущего контроля	рейтинг-контроль, практические задания, реферат
Форма промежуточной аттестации	Зачет с оценкой

Заочная форма обучения

Общая трудоемкость дисциплины составляет 4 зачетных единиц, 144 академических часов/ 108 астр. часов на заочной форме обучения.

Вид работы	Трудоемкость (в акад. часах/ в астроном. часах)
Общая трудоемкость	144/108

Контактная работа с преподавателем	12/9 2/1,5- ч. консультация
Лекции	4/3
Практические занятия	8/6
Консультация	2/1,5
Самостоятельная работа	126/94,5
Формы текущего контроля	рейтинг-контроль, практические задания, реферат
Форма промежуточной аттестации	Зачет с оценкой

¹В соответствии с Общевропейскими компетенциями владения иностранным языком: Изучение, преподавание, оценка <https://www.coe.int/en/web/lang-migrants/cefr-and-profiles> - Дата доступа 03.03.2019

3. Содержание и структура дисциплины

3.1. Структура дисциплины

Таблица 2.1

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.					Форма текущего контроля успеваемости, промежуточной аттестации*	
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий					СР
			Л/Д ОТ	ЛР /Д О Т	ПЗ/Д ОТ	КСР		
<i>Очная форма обучения</i>								
1	Специфика делового общения в разных культурах	34	4	-	8	-	22	Т, О, СД, ПР
2	Особенности публичного выступления	36	4	-	8	-	24	КР, О, СД, П
3	Психологические особенности работы в группе	36	4	-	8	-	24	Т, О, СД, ПР
4	Переговоры как форма делового взаимодействия	36	4	-	8	-	24	О, КР, СД, С
Промежуточная аттестация			Консультация – 2 / 1,5					Зачет с оценкой
Всего (акад/астр)		144/108	16/12	-	32/24	-	94/70,5	

Таблица 2.2

№ п/п	Наименование тем (разделов)	Объем дисциплины, час.					Форма текущего контроля успеваемости, промежуточной аттестации*	
		Всего	Контактная работа обучающихся с преподавателем по видам учебных занятий			СР		
			Л/ДОТ	ЛР/ДОТ	ПЗ/ДОТ			
<i>Заочная форма обучения</i>								
1	Специфика делового общения в разных культурах	33	1		2		30	Т, О, СД, ПР
2	Особенности публичного выступления	35	1		2		32	КР, О, СД, П
3	Психологические особенности работы в группе	35	1		2		32	Т, О, СД, ПР
4	Переговоры как форма делового взаимодействия	35	1		2		32	О, КР, СД, С
Промежуточная аттестация		4/3	Консультация – 2 / 1,5					Зачет с оценкой
Всего (акад/астр)		144/108	4/3	-	8/6	-	126/94,5	

Используемые сокращения:

Л – занятия лекционного типа (лекции и иные учебные занятия, предусматривающие преимущественную передачу учебной информации педагогическими работниками организации и (или) лицами, привлекаемыми организацией к реализации образовательных программ на иных условиях, обучающимся)¹;

¹ Абзац 2 пункта 31 Порядка организации и осуществления образовательной деятельности по образовательным программам

ЛР – лабораторные работы (вид занятий семинарского типа)²;

ПЗ – практические занятия (виды занятий семинарского типа за исключением лабораторных работ)³;

КСР – индивидуальная работа обучающихся с педагогическими работниками организации и (или) лицами, привлекаемыми организацией к реализации образовательных программ на иных условиях (в том числе индивидуальные консультации)⁴;

ДОТ – занятия, проводимые с применением дистанционных образовательных технологий, в том числе с применением виртуальных аналогов профессиональной деятельности.

СР – самостоятельная работа, осуществляемая без участия педагогических работников организации и (или) лиц, привлекаемых организацией к реализации образовательных программ на иных условиях.

Примечание:

** – формы текущего контроля успеваемости: опрос (О), тестирование (Т), контрольная работа (КР), собеседование (С), словарный диктант (СД), перевод (ПР), презентация (П).*

высшего образования – программам бакалавриата, программам специалитета, программам магистратуры, утвержденного приказом Минобрнауки России от 05 апреля 2017 г. № 301 (ред. от 17.08.2020) (зарегистрирован Минюстом России 14 июля 2017г., регистрационный № 47415)

² См. абзац 2 пункта 31 Порядка организации и осуществления образовательной деятельности по образовательным программам высшего образования – программам бакалавриата, программам специалитета, программам магистратуры, утвержденного приказом Минобрнауки России от 05 апреля 2017 г. № 301 (ред. от 17.08.2020) (зарегистрирован Минюстом России 14 июля 2017г., регистрационный № 47415)

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3.2. Содержание дисциплины

Номер темы (раздела)	Содержание разделов (тем)
1	Специфика делового общения в разных культурах. Культура делового общения. Типы культур, культурные различия. Коммуникативная сторона делового общения. Вербальные и невербальные средства общения в деловой сфере. Формы невербального общения. Значение взгляда и его влияние на поведение человека. Жесты и позы в процессе общения. Правила чтения жестов и поз. Влияние на партнера общения с помощью языка телодвижений. Национальные особенности мимики, жестов и поз. Нормы пространственной и временной организации общения.
2	Особенности публичного выступления. Речь в деловом общении. Психологические требования к аргументам. Культура речи делового человека. Проведение презентаций. Умение слушать как основа успешного делового общения. Типы слушания: пассивное, активное, эмпатическое, ритуальное. Типичные ошибки слушания и речевого поведения. Правила эффективного слушания.
3	Психологические особенности работы в группе. Мотивация и стимуляция. Лидерство и руководство. Стили руководства. Выбор оптимального стиля руководства. Психология распоряжения властью. Основные механизмы влияния на поведение окружающих. Конфликты в деловом общении. Стратегии поведения в конфликтной ситуации: соперничество, приспособление, сотрудничество, компромисс, уклонение. Способы и методы разрешения конфликтных ситуаций. Правила успешного общения в конфликте.
4	Переговоры как форма делового взаимодействия. Подготовка к переговорам. Поведение и индивидуальные особенности участников переговорного процесса. Национальные обычаи и культурные традиции ведения споров и дискуссий. Факторы, влияющие на успешность и ход переговоров. Собеседование при приеме на работу. Ведение телефонных переговоров.

4. Материалы текущего контроля успеваемости обучающихся

4.1. В ходе реализации дисциплины *Б1.О.28 «Психология делового общения / Psychology of business communication»* используются следующие методы текущего контроля успеваемости обучающихся:

Тема и/или раздел	Методы текущего контроля успеваемости
Специфика делового общения в разных культурах	Т, О, СД, ПР
Особенности публичного выступления	КР, О, СД, П
Психологические особенности работы в группе	Т, О, СД, ПР
Переговоры как форма делового взаимодействия	О, КР, СД, С

Текущий контроль знаний проводится посредством оценки работы на занятии, выполнения домашних заданий, тестов и контрольных заданий в соответствии с программой курса.

В случае реализации дисциплины в ДОТ формат заданий адаптирован для платформы Moodle.

4.2. Типовые материалы текущего контроля успеваемости обучающихся.

Типовые оценочные материалы по теме 1-4

I. СПЕЦИФИКА ДЕЛОВОГО ОБЩЕНИЯ В РАЗНЫХ КУЛЬТУРАХ

1. Explain what idea you support and why. discuss

How does culture influence communication in the workplace?

- Communication between people with different cultural backgrounds can present problems
- All people communicate the same way
- The only problem of communication is language.

1 2. Key vocabulary. Listen read and discuss.

Business today is international. Business people often have to travel a lot. They have to plan an **itinerary** for a **foreign business trip** to make good use of their time. On a business trip people may meet **colleagues** and business partners for the first time. It is usual for colleagues from different countries to experience **cultural differences**. In other words, they may be surprised by foreign **social conventions**, that is the different ways that other **nationalities** or different **cultures** do things.

3. Read the questions. Talk about what happens in your country and describe any differences with other countries you know.

What happens in your country?

2. How do people greet a family members?
B close friends?
C colleagues at work?
D visitors to their company/organization?
3. Do colleagues at work call each other by their a first names?
B family names?
4. How punctual are people for a business meetings?
B social events?
5. How separate are work and private life? Do employees a take work home?
B invite colleagues or business visitors to their home?
C give their company their phone number when they're on holiday?
6. What presents do people take when they are invited to a person's home?

4. The words in A are in the extracts in the text. Match them with their meaning in B.

A	B
1 schedule	a opposite of 'polite'
2 agenda	b programme of work to do
3 interrupt	c without words
4 rude	d how someone looks
5 non-verbal	e say something is very good
6 appearance	f speak when another person is speaking
7 compliment	g list of subjects to discuss at a meeting

5. Read these extracts from *Understanding Cultural Differences*, a book that gives advice about working in other countries. Then discuss with a partner which country you think the author is describing.

Extract 1

... It's important to be serious in a work situation. They don't mix work and play so you shouldn't make jokes as you do in the UK and USA when you first meet people. They work in a very organized way and prefer to do one thing at a time. They don't like interruptions or sudden changes of schedule. Punctuality is very important so you should arrive on time for appointments. At meetings it's important to follow the agenda and not interrupt another speaker. If you give a presentation, you should focus on facts and technical information and the quality of your company's products. You should also prepare well, as they may ask a lot of questions. Colleagues normally use family names, and titles – for example 'Doctor' or 'Professor', so you shouldn't use first names unless a person asks you to.

SWEDEN FRANCE GERMANY

Extract 2

... Politeness and good manners are very important and business meetings are very formal. Business cards are also important and they exchange these at the beginning of a meeting. They always look at them carefully, so you should do the same as they might think you're rude if you don't. A lot of communication is non-verbal. They are very good listeners and may ask a lot of questions to check they understand everything. In a conversation they wait longer before they reply than westerners do, so it's important not to speak in those long pauses but to wait for their reply. In their culture it's rude to ask direct questions or to say 'No' or 'I disagree'. In business it takes a long time to make a decision because they have to ask everyone in the company. When they say 'Yes' it may mean 'I understand', not 'I agree', and when they smile it might be because they don't know what to say.

INDIA CHINA JAPAN

Extract 3

... People and personal relationships are more important than time and schedules, which are flexible. People may be late for an appointment, although they are more punctual in the north of the country than in the south. To north Europeans their way of working may seem disorganized and inefficient. In meetings they don't feel they have to follow the agenda or speak only in turn. They interrupt each other a lot and often all talk at the same time. They are excellent communicators and are very expressive in their use of body language. Appearance and good manners are important, so you should dress well and be polite, but you don't have to be formal. Food is a very important part of life, and is very- good, so remember to compliment them on their cuisine.

FRANCE SPAIN ITALY

6. Were your answers correct? Do you think the descriptions of the nationalities are accurate? Do you disagree with any of the advice? What else do you know about these countries? Say 5 sentences about one of these countries.

7. Complete the sentences. Use a modal verb which adds the meaning in brackets.

1. In California you _____ be 21 to drink alcohol. (It's obligatory.)
2. In the Netherlands you _____ be 18 to buy beer, but you do to buy wine. (It's not necessary.)
3. In Hong Kong you _____ get a fine if you eat or drink on the subway system. (It's possible.)
4. In Thailand you _____ get permission before you take photos of images of Buddha. (It's a good idea.)
5. In Turkey and Japan you _____ blow your nose in public. (It's a bad idea.)

8. A business colleague is coming to work in your country for a year. Prepare some tips for them using this list.

- speaking the language
- clothes
- keeping time
- talking in meetings
- addressing seniors
- greetings and business cards
- gift giving
- eating
- physical contact

Example You should learn a few phrases like "Privet, kak dela?":

9. Work in pairs. Can you suggest reasons for these cultural dos and don'ts? Discuss your ideas.

In Russia

1. Why is it important not to give an even number of flowers (e.g. 8,10,12) as a present?
2. Why shouldn't you smoke in Red Square, Moscow?
3. Why do you have to leave your coat in the cloakroom when you go to a restaurant or a theatre?
4. If you visit someone in their home in winter, why should you take a pair of indoor shoes with you?

In Japan

1. Why shouldn't you speak loudly or show you're angry when speaking to Japanese people?
2. Why is it important not to pour your own drink when you are with friends or people you know?
3. Why should westerners stand further away than is normal for them when they are in conversation with Japanese people?
4. Why do you have to take a shower before you get into a Japanese communal bath?

Now listen to the answers. Were you right?

10. A foreign visitor who is going to work in your company/organization for a year needs your advice. What reply would you give to the visitor's questions below?

Use *should/shouldn't, have to/don't have to, may/might, it's important to/not to* in your answers.

Examples You *don't have to* use a person's title when you're talking to them, but of course it's important to use it when you write the name on a letter or a formal list.

At a meeting you should keep to the agenda and not interrupt people because they may think you're rude. You should wait until a person has finished speaking before you say anything.

1. How should I greet people in the morning? Should I shake hands with colleagues or just say 'hello'?
2. Should I use a person's title if they have one?
3. At a meeting, is it important to keep to the agenda? Is it OK to interrupt or do I have to wait my turn to speak?
4. Should I dress formally for work? Do I have to wear a suit and tie every day?
5. Are people usually serious at work or is it OK to make jokes?
6. At a business lunch is it OK to discuss business during the meal or should I wait until after the meal?
7. To talk to more senior people do I have to make an appointment or can I just knock on their door?
8. Do people usually exchange business cards at first meetings? If so, should I do it at the beginning of the meeting?

11. Lucy Taylor works in Germany, but she is back in the UK on holiday. She is talking to Sam Bridges, who is thinking of getting a job in Germany. Read the conversation and underline the correct verb forms.

– I suppose you *may / have to* be very formal at work?

– Yes and no. It's *important to / important not to* be formal at meetings, and you *may / may not* find that your boss is quite formal. But my office colleagues are very informal. We *may / don't have to* wear business suits, for example. We just wear jeans.

– Tell me more about formal meetings. I hear that it's *important to / important not to* make jokes, and everybody *has to / shouldn't* be very serious.

– A few jokes at the beginning are fine. But when the real work starts, people *may not / shouldn't* continue to laugh and joke. I know that British visitors sometimes do, but in general, Germans don't like it much. In fact, some Germans *might / might not* even get angry!

– What about outside work? What *may / should* I do to meet people?

– I often go out with people from work. But in the north of Germany that *doesn't have to / may not* happen because people don't usually mix work and social life. You could join one or two clubs when you move to the area.

12. National character. Match the adjectives in the box with the definitions.

AMBITIOUS ADAPTABLE CREATIVE EASY-GOING HARD-WORKING

give / expensive gifts / to your host (It's not a good idea)

16. Countries can be divided into three cultural groups: 'Linear-active', 'Multi-active', and 'Reactive'. Match the countries with the cultures.

- south-east Asia and Finland
- southern Europe and Latin America
- the USA and northern Europe

Linear-active	Multi-active	Reactive
• do one thing at a time	• do several things at the same time	• are punctual
• are punctual	• are unpunctual	• follow the timetable of the person they are doing business with
• follow timetables and schedules	• prefer flexibility to fixed timetables and schedules	• do not express individual opinions or disagreement
• rarely interrupt	• often interrupt	• listen very carefully and do not interrupt
• focus first on the job and finishing it in time	• think personal relationships are as important as the job	• do not speak first and pause before replying

17. Listen to the first part of a talk about Linear-active, Multi-active, and Reactive cultures. Check your answers

18. Listen to the second part of the talk. Complete the table to show the differences between the three groups. Write L (Linear-active), M (Multiactive) and R (Reactive) at appropriate points on the lines, as in the example.

Punctual	unpunctual
long pauses	no long pauses
in conversation	in conversation
a lot of eye contact	very little eye contact
stand close together	.. stand further away
use gestures a lot	use gestures very little

What do you think of the analysis of different cultures? How useful is it in helping to avoid cultural misunderstandings?

19. Work in groups. Compare your answers to the questions.

In your country

- | | |
|--|---|
| <p>I. how much eye contact is there between</p> <ul style="list-style-type: none"> • people talking to each other? • strangers passing in the street? <p>II. Do people</p> <ol style="list-style-type: none"> 1. stand close enough to touch each other when they are speaking? 2. show affection in public (e.g. holding hands, kissing)? | <ol style="list-style-type: none"> 3. What gestures do people use to <ol style="list-style-type: none"> a) indicate 'Yes' and 'No'? b) attract the attention of someone in a group? c) call a waiter? d) indicate they don't understand? e) show surprise? |
|--|---|

20. Describe any differences you have heard about or noticed in other nationalities. Do you think any of the differences could cause a cultural misunderstanding?

21. Quiz Do you have good cross-cultural skills?

When you meet someone for the first time, what should you do? True or False?

- a It's usual to shake hands the first time you meet a British colleague.
- b It's not a good idea to call German colleagues by their first names at work.
- c When a Japanese business person gives you his/her business card, it's polite to say thank you and put it in your pocket.
- d In the Mediterranean, embrace colleagues when you meet them.
- e Take off your shoes when you visit someone's house in Poland.
- f In Saudi Arabia it is rude to refuse a cup of coffee.
- g In the UK, ask about your host's family when you meet for the first time.
- h In Asian countries, it is rude to look people in the eyes.
- i British people like to talk about their salaries.
- j When you visit Poland, your host gives you flowers at the airport.

22. Read these cultural tips for working and living in India. Do you think they are true or false?

- 1 Generally, you *don't have to* wear formal clothes to work.
- 2 You *have to* get to meetings exactly on time.
- 3 You *mustn't* interrupt someone senior talking in a meeting.
- 4 In a traditional company, you *don't have to* address your boss as 'Sir' or 'Madam'.
- 5 In a modern company, you *can* call your boss by their first name.

- 6 If you work for a company in India, you *must* speak Hindi.
- 7 You *should* leave a little food on your plate at the end of a meal.
- 8 You *shouldn't* shake hands with a person of the opposite sex.
- 9 *Don't* say 'Thank you' after a clerk hands you your grocery bag.
- 10 You *should* tip hotel and train station porters.

6 Now listen and check your answers

23. Put the italicized verbs in 1 into these categories.

Meaning	Example
It's necessary I important to	
It's important not to	
It's a good idea to	
It's not a good idea to	
It's not necessary to	
It's OK I possible to	
It's not OK I possible to	

24. Match the countries with the rules and tips for exchanging business cards. One tip may match more than one country.

INDIA JAPAN SPAIN UK

- 1 *It is important not to* write on the back of a business card.
- 2 *It is OK to* keep business cards in your pocket.
- 3 *It is important not to* use your left hand to give and receive business cards.
- 4 *It is not necessary to* translate your business cards into Hindi.
- 5 *It is a good idea to* place the business cards on the table in front of you in the order people are seated.
- 6 *It is necessary to* treat someone's card with respect and take time to read the information.
- 7 *It is important not to* put a card straight into your card case.
- 8 *It is a good idea to* include your degree or other qualifications on your card.

Explain the rules for exchanging business cards in your culture or a culture you know well.

25. Replace the highlighted phrases in 3 with 'you' and an appropriate verb.

Example You mustn't write on the back of a business card.

7 26. Listen to people talking about travel rules and tips. What do they say about the following?

Heathrow airport	Tokyo taxi
passport	cash
bottled water	tipping
laptop	getting out of the taxi
sharp objects	map and address
bottles	fare

What are your tips for taking a taxi where you live?

27. Read the text. Which country do you think is being described? Discuss the questions below.

CULTURAL UNDERSTANDING

I think it is really important to listen. People often tell quite long stories and it is polite to pay attention. It is usual for people to listen to the older ones as well!

At meetings, don't be surprised if quite a lot of people turn up - they like meeting visitors. People prefer speaking to writing things down so listen carefully. Always send a follow-up email stating your understanding of the meeting.

The local people love the desert so if you get invited to sit and look at the stars, do it. They are much more relaxed in this context.

Make sure your appointments fit in with prayer time. This means it is difficult to get many meetings in during the day so be prepared for meetings quite late at night.

- How important is listening in your culture?
- Are there strict rules about who attends a meeting?
- Do you have any favourite customs or events?

28. What are the challenges when you relocate to another country? Think of ideas for these topics.

ACCOMMODATION EDUCATION MONEY CULTURE

8 29. Listen to the manager of an international recruitment agency, talking about working abroad. What does she say about the topics in 7?

30. Additional text. Reading and rendering

Business Communication

The business practices discussed in this section will apply to the majority of everyday business dealings and situations.

However, it is crucial to bear in mind that these recommendations are general indicators of best practice and are subject to contextual and regional variations within.

Part 1 Face-to-face communication

Introductions depend upon the circumstances of a particular situation. Generally, the best practice is to be introduced by a third party, although this may not always be possible. A handshake is the typical greeting for a new introduction and should not be expected at subsequent meetings. For example, colleagues don't shake hands every day at work.

Beginning a conversation with someone new may be a daunting proposition because of British cultural norms and expectations. It is generally advisable to open a conversation with a neutral topic, such as the weather or something dictated by the immediate situation, such as asking for a recommendation on something to do, eat or drink. It is good practice to start a conversation with open questions rather than subjective assumptions or personal points of view as the reaction of your counterpart is not always predictable. As you will find, many British people are tolerant and open-minded. Some people may derive their opinions from the tabloid press that often depicts the world in black and white terms.

In order to create good business relations, you should allow conversations to develop organically, following the lead of the person you are talking to, asking permission if you'd like to talk about potentially sensitive subjects and not being overly negative or sarcastic.

As a general observation, people tend to be more open and friendly outside of London and in the North in particular; in fact, there is still a north-south divide in terms of cultural openness in the UK. Some exceptions exist, for example Scottish Highlanders or Welsh farmers will hardly say a word until you get to know each other. Discussions tend to be emotionless and may become tense, with the parties politely excusing themselves and withdrawing.

Another difficulty in verbal communication may come from the British penchant for understatement. This sometimes shows itself in seeming self-deprecation and presents a challenge in understanding how things, people and situations are really perceived by the British. For example, what might be described as 'a bit expensive' may well really mean 'very expensive' and 'a little problem' might actually constitute 'a huge stumbling block' for a British counterpart.

Part 2 Language Matters

English is the official and predominantly spoken language in the UK. It is unlikely that many of your British counterparts will speak other languages and even if you speak English, there will be some linguistic differences. Although the majority, especially the younger generation, will have had some language training at school not all of them feel comfortable making mistakes in front of others and therefore pretend that they don't speak other languages. However, be aware that this does not mean that they can't understand what you are saying.

Thus, it is important either to have at least some knowledge of the language or to ensure that appropriate interpreting facilities are available. Although the UK does not constitute a great land area, accents and dialects vary considerably from region to region, which may present even native English speakers with difficulties in verbal communication. Therefore, although it is advisable to become familiar with at least some common phrases, it is completely acceptable to ask for an explanation of anything that you do not understand, or indeed to ask your host to speak more slowly.

Foreign language competence amongst British managers is generally poor. This characteristic seems to have its historical roots in times when British companies traded mostly with other English speaking nations and dependencies. At that time, there was virtually no need for knowledge of other languages. In the vast majority of British companies, this historical legacy manifests itself as managers being reluctant to speak any language other than English. If your English language capabilities are not at a satisfactory level, it is strongly advisable to travel with an interpreter. However, using this service deprives you of the unique opportunity of direct contact and, in some cases, may not allow you to develop the business relationship in the way you desire. However, there is some probability that you will encounter a business professional speaking a foreign language as their numbers are continually increasing. More and more managers are becoming aware of the fact that ignorance of foreign languages represents a serious barrier when attempting to expand their business abroad. Even the government realises the importance of this issue and is concerned that poor language skills may severely hamper the country's ability to promote and protect interests abroad. In the current business environment, it is possible to encounter managers who speak Polish, German, Spanish, Italian or French. Asian languages, including Bengali, Punjabi, Hindi and Gujarati, are also spoken by 2.7% of the UK population. Chinese community is also large with many major cities having "China Towns" and many managers are now learning Mandarin as their foreign language.

As with any other languages, when it comes to specific business, legal or technical terms especially when communicating with people from different disciplines, misunderstandings are common. To avoid disputes, you should elaborate and clarify meanings to the point where there can be no room for misinterpretation and no need for assumptions.

Part 3 Business Relationship

In the UK, an agreement will not normally be final and complete until a written contract has been formally signed and witnessed. Thus, it is crucial to ensure that all the terms and conditions are included in a formal contractual document. In many cases, depending on the size or value of the business, a contract will be subject to review and approval by a solicitor or other expert in British contract law. This is simply a matter of procedural correctness and "due diligence", which should not be taken personally nor does it cast doubt on the seriousness of the proposal. In fact, having a full written contract that has been professionally reviewed and approved demonstrates both the sincerity of the signatories and their intent to establish a significant and often long-term agreement.

Generally, there is a strict separation of business and social matters and therefore you do not necessarily need to make extensive efforts to establish familiarity outside of the business relationship. On the other hand, it is essential to create an atmosphere of trust, reliability and fairness, as those are values the British appreciate.

Following established protocol is critical to building and maintaining business relationships in the UK. Verbal communications are usually confirmed in writing where exact details are set out. Business communications can be difficult to read since the British do not like to offend their business partners and sources of disagreements are not always obvious to detect. British businesspeople often operate an open-door policy. People tend to work with their office door open although counterparts are expected to knock and wait to be invited before entering.

In British business, hierarchies are becoming flatter with business units having delegated autonomy, which increases

overlapping and means loosely defined responsibilities and fewer distinctions between roles and departments. British management style has a reputation for taking calculated risks and this mentality is at the heart of the innovation drive in many British organisations. Professional rank and status in the UK is generally based on an individual's achievement and expertise in a given field. Academic titles and backgrounds are not as important in business.

Expect a great deal of written communication, both to confirm and to maintain a record of discussions and decisions. Even if you have a friendly or casual relationship with colleagues, you should remember that on-the-job correspondence means that an e-mail is a business letter, in which professionalism should not be forgotten. However, this varies and some individuals might not have a greeting in the email and sign themselves with a single letter – abbreviating their first name. This is increasingly widespread with the adoption of smartphones and tablet devices.

In The UK, it is generally not customary to state your full name including first and last name when you answer the phone. In accordance with corporate identity trends, the customary way to answer a phone at a British company is to state the name of the company and a greeting.

Part 4 Making Contact

For the British manager, a handshake is the usual form of greeting on introduction. However, if you are working with someone on a project and meeting over several days, it is possible that you will not be offered a handshake each time – but would simply be greeted verbally. In the same way, after a business meeting if you are going to meet again the next day you might not be offered a handshake.

When introduced to someone new you would be expected to shake their hand and say “Nice to meet you” or the more formal “How do you do?” These phrases would normally be responded to in a similar fashion: “Nice to meet you too” or “Fine thank you, how are you?” The handshake should be firm, but take into account the hand of the person you are greeting and match the strength of their handshake. A kiss is not an acceptable greeting in a typical business situation.

The normal greetings in the United Kingdom are “Good morning/afternoon/evening.” These are usually followed by another common greeting “How are you?” Do not be tempted to give a full account of the state of your health, as this is simply a courtesy greeting and not usually an actual question.

You should not be offended when people address you with a seemingly over familiar name such as “love”, “pet”, “duck”, “chuck”, “mate” or “darling” – these terms vary across the UK. Here you are dealing with regional dialects and cultural conventions that have no deep or hidden meanings.

Traditionally, the British are seen as an emotionally neutral nation. The “Stiff Upper Lip” is a characteristic, which is defined by emotional restraint and courage in difficult situations. Public displays of emotion are still widely regarded as unprofessional and unbecoming, particularly in a business environment.

Increasingly, with the influence of North American popular culture, self-disclosure and the sharing of private and personal information is considered to be a form of bonding. The death of the Princess of Wales in 1997 marked an unprecedented moment in British culture, where people felt compelled to share their outpouring of grief in public. The London 2012 Olympic Games also went a long way towards changing foreign perceptions of British culture and demonstrating the warmth and welcoming nature of the British public.

For foreigners, it is advisable to avoid explicit gestures and physical contact such as backslapping or hugging and to maintain a sufficient distance not to invade the personal space of anyone around you, except where this cannot be avoided (such as when using public transport, during the rush hour). Unnecessarily long eye contact is also considered an invasion of privacy and can be interpreted as anything from being rude to being a sign of aggression and should therefore be avoided.

Part 5 Personal Titles

People in Britain usually address each other informally in day-to-day communications using their first names. This is the result of increasingly flat organisational structures and the encouragement of a friendly working environment which is intended to facilitate better team work. This also depends on the culture of the individual organisation and may be dictated by situations, such as at extremely formal events or occasions where a certain naming etiquette must be observed.

In addition to social titles (Mr, Mrs, Miss, Ms), professional and academic titles (Prof. and Dr.) the UK makes use of honorary titles (Sir, Dame, etc.) and hereditary titles (Duke, Earl, Lady, etc.).

When meeting your business partners for the first time it is more appropriate to use their surnames following the title for example: Mr (for men), Mrs (for women) and Miss or Ms (for unmarried women). If in doubt it is advisable to be more formal and do not use first name terms until you have been invited to do so. Usually, you will be invited to use someone's first name at the first meeting; but sometimes it may not happen at all.

When referring to women and you are not aware of their marital status use “Ms”. It is worth noting that titles should be used in conjunction with a person's surname.

To address a man in public without mentioning their name use “Sir”. The equivalent form of address for a woman is “Madam”, but the connotations associated with the word means it has fallen out of common usage and may not always be well-received depending on the context.

Written correspondence tends also to start with a formal address “Dear Sirs” (if you don't know the names) and signing with “Yours faithfully”. If you do know the names, the form is “Dear Mr/Mrs X” and ending with “Yours sincerely”. Particularly in email exchange if it is a follow up reply, the need to use “Dear etc.” is not as important and some might simply write the main body of the message and end with “Best wishes” or “Kind regards”. With the increasing use of social media the use of “Dear” and names on networks such as Twitter are not necessary.

Overall, it is good practice to keep to a formal form of address until your correspondent indicates that it is acceptable to use first names by signing off a letter or email with their first name only or by inviting you to use their first name when meeting or speaking in person. When sending a business email, it is important to use British English, as opposed to American or US English. Similarly, you are encouraged to use the same format of the person's name as they have signed in their email.

II. ОСОБЕННОСТИ ПУБЛИЧНОГО ВЫСТУПЛЕНИЯ

1) Answer the questions

1. How often do you give presentations?
2. Who do you normally present to?
3. When was the last time you gave a presentation in English?
4. Was it a success? If yes, why?
5. If not, why not? Explain your answer.
6. How do you feel about presenting in a foreign language?
7. Think of an excellent (or terrible) presentation that you have attended. What made it good (or bad)?

2) 2C. Read the opening sentences of three presentations and complete the table:

Presentation 1

Good morning, ladies and gentlemen. First of all, let me thank you all for being here today. I'm glad that so many of you could come, especially since I know that this time of the year is probably the busiest for you. Let me introduce myself. My name is Don Taylor. I'm the head of logistics here at Air Spares. Logistics is a centre of competency dedicated to providing you with the spare parts you need, precisely when you need them. I'm here today to present our new semiautomatic shelving system. My talk is particularly relevant to those of you who place orders for the different parts we Supply.

Presentation 2

OK, shall we get started? Hello everyone. For those of you who don't know me. I'm Charlotte Best from IT, I'm a team leader. I'm happy that so many of you could make it today at such short notice. I know that you're all extremely busy at the moment, so I'd like to start with my presentation tight away. As you can see on the screen, our topic today is protect documentation. We're going to look closely at drafting, storing, archiving as well as accessing documents in our new SAP system. We'll also examine the much improved handling of all project documentation as well as user rights. This is extremely important for all of us who are directly involved in international project management, right? You don't need me to spell it out... if it isn't documented, it doesn't exist.

Presentation 3

Good afternoon. I'm aware that you all have very tight schedules, so I appreciate you taking the time to come here today. As you probably know, my name is Susan Webster. I'm the new human resources manager here at Weston Ltd. What I'd like to present to you today is my department's new concept for improving our incompany training and qualification programmes. This is based on feedback from your departments. Today's topic will be very important for you as department heads, since I'll need your help to evaluate and select candidates for training.

	Presentation 1	Presentation 2	Presentation 3
Presenter's name			
Presenter's position /function			
Topic of presentation			
Who is the presentation for?			

Which presentations are formal and which less formal? How do you know that?

3) Complete the sentences:

1. _____ let me thank you all for being here today.
2. Let me _____ myself. My name is ...
3. I'm here today to _____ our new semi-automatic shelving system.
4. My talk is _____ relevant to those of you who _____ for the different parts we supply.
5. I'm happy that so many of you could _____ today at such short _____
6. As you can see on the _____, our _____ today is project documentation.
7. This is extremely _____ for all of us who are directly _____ international project management, right?
8. I'm _____ that you all have very tight _____, I appreciate you taking the time to come here today,
9. As you _____ know, my name is . I'm the new _____ manager here at Weston Ltd.
10. Today's topic will be very important for you as _____ since _____ your help to evaluate and select candidates for training.

4) Put the sentences from above in the correct category (a-d).

a saying what the topic is:

b welcoming the audience:

c saying who you are:

d saying why the topic is relevant for the audience:

Now put a-d in the order you would use to start a presentation.

5) Match these less formal phrases with the more formal phrases in the table.

- What I want to do today is
- I know you are all very busy
- As you know, I'm ...
- OK. shall we get started?

- It's good to see you all here.
- Hi, everyone.
- Today I'm going to talk about...
- In my talk I'll you about

More formal

Less formal

Good afternoon, ladies and gentlemen.	1
Today I would like to...	2
Let me just start by introducing myself. My name is...	3
It's a pleasure to welcome you today,	4
In my presentation I would like to report on...	5
The topic of today's presentation is	6
I suggest that we begin now.	7
I'm aware that you all have very tight schedules...	8

6) Practice the opening of a presentation. Use phrases from the box.

Welcoming the audience

Good morning /afternoon, ladies and gentlemen.
Hello/Hi, everyone.
First of all, let me thank you all for coming here today.
I'm happy/delighted that so many of you could make it today.

Introducing yourself

Let me introduce myself. I'm Dave Elwood from
For those of you who don't know me, my name's ...
As you probably know, I'm the new HR manager.
I'm head of logistics here at Air Spares.
I'm here in my function as the Head of Controlling.

Saying what your topic is

As you can see on the screen, our topic today is...
Today's topic is...
What I'd like to present to you today is...
The subject of my presentation is...

Explaining why your topic is relevant for your audience

My talk is particularly relevant to those of you/us who...
Today's topic is of particular interest to those of you/us who
My /The topic is very important for you because
By the end of this talk you will be familiar with ...

7. Fill in the missing words:

1. Good afternoon. I'm _____ that you all have very tight _____, and I'm glad that so many of you could come, As you _____ know, my name is Lily Lol. My talk is very short so please _____ your questions for the end. As you can see on the screen, our _____ today is business success. This is extremely _____ for all of us who are directly involved in international project management, right?
2. Good afternoon. First of all, let me _____ you all for being here today. I appreciate you taking the _____ to come here today Let me _____ myself. My name is Lolo Lil. I'm here today to present a pharmaceuticals company. It develops and manufactures a wide range of medicines. I know that you're all _____ busy at the moment, so I'd like to start with my presentation _____ away. My talk is particularly _____ to those of you who specialises in medical products
3. Hello everyone, shall we get _____? Thank you all for coming here today. As you probably know, my name is Olli Lyly. Our topic today is company structure. We're going to look _____ at parent companies and subsidiaries. Today's topic will be very important for you as department heads, since I'll need your _____ to evaluate the advertising campaign.
4. Good morning, ladies and _____. I'm _____ that so many of you could make it today. I'm _____ in my function as the Head of Finance. What I'd like to _____ to you today is financial performance of our subsidiaries and the profit they are making. Today's topic is of particular _____ to those of you who is committed to creating and delivering value - value to its customers, value to its employees and value to the region.

8. Now make the opening lines of the following presentations:

	Name	Position	Topic	Target audience
1.	Nel Gwin	PR Director	Advertising campaign	Those who are focused on product launch
2.	Pam Stale	Project Manager	Focusing on public reaction	Those who are committed to customer needs
3.	John Pool	Head of Finance	Pre-tax profit	Those who are interested in financial performance
4.	Sam Pickle	Head of Controlling	Other brands in the group	Those who value retailing success
5.	Ron Chang	HR manager	Commitment of its staff	Those who keep loyal to the company
6.	Deil North	Business analysis	How to stay ahead of the competition	Those who are aware of new trends
7.	Matt Glad	Sales Director	Difficult market	Those who specialize in outlets
8.	Pete Potter	Line manager	Moving towards your goal	Those who are directly involved in high quality service
9.	Lima Grass	Vice President	Strong culture in the company	Those who appreciate new ways of meeting the customer needs

9. STRUCTURE OF A PRESENTATION

Most formal - and many informal - presentations have three main parts and follow this simple formula:

1. Tell the audience what you are going to say = Introduction
2. Say it = Main part
3. Tell them what you said = Conclusion

There are several ways you can tell the audience what you are going to say

would like + infinitive

Today I'd like to tell you about our new plans.

This morning I'd like to bring you up to date on our department.

will + infinitive

I'll begin by explaining the function.

I'll start off by reviewing our progress.

After that, I'll move on to my next point.

going to + Infinitive

I'm going to talk to you today about new developments in the R&D Department.

This afternoon I'm going to be reporting on the new division.

will be + verb -ing

I'll be talking about our guidelines for Internet use.

During the next hour we'll be looking at the advantages of this system.

10) Complete sentences 1-8 with the correct form of the verb and a sentence ending from below.

1. you on the proposed training project	give	Today I'd like to _____
2. you up to date on SEKO's investment plans	show	I'll be _____
3. you how the database works	talk	During the next two hours we'll be _____
4. you an overview of our present market position	bring	I'd like to _____
5. at business opportunities in Asia	report	This afternoon I'm going to _____
6. on our financial targets for the division	update	_____ Today I'd like to _____
7. by telling you about what Jane's group is working on	look	This morning we'll be _____
8. about EU tax reform	begin	Today I'll _____

11. STRUCTURE OF A PRESENTATION

The purpose of the introduction is not only to tell the audience who you are, what the talk is about, and why it is relevant to them; you also want to tell the audience (briefly) how the talk is structured, here are some useful phrases to talk about the structure.

- I've divided my presentation into three (main) parts:
- In my presentation I'll focus on three major issues.
- First (of all). I'll be looking at.... second.... and third...
- I'll begin/start off by explaining ...
- **Then/Next/After that.** I'll go on to ...
- Finally, I'll offer some solutions.

The most common way to structure a presentation is to have three main parts, and then subdivide them into (three) smaller sections.

12) The project manager of a construction company is giving a presentation to his colleagues. Put the sentences in the right order.

- a) This morning I'd like to update you on the current status of work at the construction site. The information I give you today should help you with planning your next steps,
- b) For those of you who don't know me, my name is Gordon Selfridge. Let me just write that down for you, OK. I'm the project manager in charge of the Bak lower building project in Dubai.
- c) I've divided my presentation into three parts,
- d) Hello, everyone.
- e) Then I'll move on to the problems we're facing with our local suppliers.
- f) First of all, let me thank you for coming here today. I'm aware that you're all busy preparing for the annual meeting this week, so I really appreciate you taking the time to be here.
- g) I'll start off by showing you some photos of the building site and discussing the progress we've made Since January,
- h) My talk should take about 30 minutes. Please feel free to interrupt me at any time with questions.
- i) I'll end with some ideas for reducing labour costs that we've been looking into.
- j) Oh, and don't worry about taking notes. I'll be handing out copies of the PowerPoint slides

13) Look again at these sentences from the presentation and paraphrase using the words or phrases below

AFTER THAT * BEGIN * I'M * REALIZE * RESPONSIBLE FOR * SECTIONS * TURN

1. I'll Start off by showing you
2. I've divided my presentation into three parts.
3. For those of you who don't know me, my name is Gordon Smith.
4. Then I'll move on to the problems ...
5. I'm the project manager in charge of our Dubai building project.
6. I'm aware that you're all busy preparing for the annual meeting

14. STRUCTURE OF A PRESENTATION

The final part of the introduction deals with the organization of the talk: how long it will last, whether there will be handouts, and how questions will be handled.

Timing

My presentation will take about 20 minutes.

It should take about 30 minutes to cover these issues.

Handouts

Does everybody have a handout/brochure/report? Please take one, and pass them on.

Don't worry about taking notes. I've put all the important statistics on a handout for you.

I'll be handing out copies of the PowerPoint slides at the end of my talk.

I'll email the PowerPoint presentation to you.

Questions

There will be time for questions after my presentation.

If you have any questions, feel free to interrupt me at any time.

Feel free to ask questions at anytime during my talk.

15) Match the two parts to make typical sentences.

- | | | | |
|---|---|---|---|
| 1 | For those of you who don't know me | a | to take notes. Everything is on the handout. |
| 2 | Feel free to | b | about 10 minutes. |
| 3 | This won't take more | c | I'm Bob Kay in charge of the software division, |
| 4 | I'll be passing out | d | ask questions at any time. |
| 5 | This part of the presentation will take | e | for questions after my talk. |
| 6 | I'll start, off by giving you | f | an overview of our product range. |
| 7 | There's no need | g | handouts in a few minutes. |
| 8 | There will be time | h | than 20 minutes of your time. |

16. Put the words in the right order to make sentences.

- shall OK get we started
- my today subject presentation of satisfaction is the customer
- will presentation thirty my about take minutes
- issues on three focus I'll
- by looking of status will the current project we the start at
- that did know popular China car is this very in you

17) Answer the questions:

- Do you prefer questions during or after the presentation? Why?
- How do you feel about the question period at the end of a presentation?
- How do you prepare for the question period?
- How do you deal with questions you don't want to answer?
- What do you do if you can't answer the question?
- How do you deal with dominant participants?
- Do you remember a presentation in which questions were handled well/badly? What do you think went right/wrong?

18) Listen to the 4 dialogues

1) And now I'll be happy to answer any questions you may have. Yes?

You were talking about software problems. What exactly do you mean by that?

Well, I mentioned earlier that the new Software is being tested at the moment. In the trial runs we've had more than 150 bugs so far and at the moment we're not sure how long it will take us to solve all these problems. Does that answer your question?

Yes, thank you.

2) Are there any more questions? Mr Lee?

Would you mind telling us whether the new software will help to improve our company's image?

I'm afraid I don't quite understand your question. Could you be a bit more specific?

Yes, I'd like to know whether we will also use the new software to make our company more attractive for the customer. I'm talking about a new website, interactive applications, and so on.

Oh, I see, Yes, well, as I said earlier

3) I have another question. It's about the piloting stage. Which division will start piloting the software first?

If you don't mind. I'd prefer not to discuss that today. Actually, there will be a meeting next week where that will be decided.

4) Mr Martinez, you have a question?

Yes. You spoke about special training courses earlier. Could you tell us how they will be organized?

Sorry, I'm afraid that's not my field. But I'm sure Linda Cole from (the training department could answer that question. I'll ask her to get in touch with you on that. Well, if there are no more questions, all that remains for me to do is to wish you a nice evening!

19) How does the presenter deal with the questions? Find the correct strategy for each dialogue.

She answers the question

She doesn't answer

She doesn't know the answer

She doesn't understand the question

20) Listen again and complete the sentences from the presentation

1) And now I'll be _____ any questions you may have. Yes?
You were talking about software problems. What exactly _____ by that?
Well, I _____ that the new Software is being tested at the moment. In the trial runs we've had more than 150 bugs so far and at the moment. Does that answer y our question? Yes, thank you.
2) Are there any more questions? Mr Lee?
_____ telling us whether the new software will help to improve our company's image?
I'm afraid I don't _____ your question. Could you be a bit more specific?
Yes, I'd like to know whether we will also use the new software to make our company more attractive for the customer. I'm talking about a new website, interactive applications, and so on.
Oh, I see, Yes, well, as t said earlier
3) I have _____. It's about the piloting stage. Which division will start piloting the software first?
If you _____ . I'd prefer not to discuss that today. _____ , there will be a meeting next week where that will be decided.
4) Mr Martinez, you have a question?
Yes. You spoke about special training courses earlier. _____ how they will be organized?
Sorry, _____ that's not my field. But I'm sure Linda Cole from (he training department _____ that question. I'll ask her to get in touch with you on that. Well, if there are no more questions, all that remains for me to do is to wish you a nice evening!

21) Match the two parts to make sentences.

- 1 Good point, but I'd prefer
- 2 Perhaps we could
- 3 Could you repeat
- k I'm afraid that's
- 5 !*m sure Ms Major
- 6 Sorry, i don't
- 7 I'm afraid I don't know that
- 8 I'm afraid I'm not
- 9 Does that
- a your question please?
- b deal with this at some other time.
- c off the top of my head.
- d not to discuss that today-
- e answer your question?
- f not my field.
- g could answer that question for you.
- h in a position to comment on that.
- i quite understand your question.

22) Complete the dialogue with phrases from the box. Then listen and check.

Could you give us
Does that mean
Are there any questions
Go ahead
Excuse me
No, no, not at all
I suggest you speak to
I'd be interested
Would you mind
May I ask

- _____ ?
- Yes. I have a question. _____ some background information on Track Ltd?
- Certainly. They're one of the leading manufacturers of outdoor equipment in the UK with more than 35 factories worldwide.
- _____ telling us why you've chosen them as partners?
- _____ The answer's quite simple. We were very impressed with the quality of their products and their prices are very attractive.
- _____ a question?
- Yes, of course..
- _____ to know what their terms of payment are,
- I'm afraid I can't answer that question, _____ Sylvia Baker -she would be the right person to ask.
- _____ You mentioned a London office.
- _____ we do business through them?
- That's right. We need to discuss the details though.

23) You can face several problems while making your presentation, Read the short dialogues and see how to deal with interruptions to your talks.

Interruptions to your talk

So, there are a number of changes to be introduced and I am sure they will have a positive effect on staff and customers. How are you going to introduce these changes?
That's a good question and one that I'll be answering later in my talk.

You don't understand a question

Your projected figures seem to presuppose a booming economy. Is that correct?

I'm sorry, could you rephrase your question please?

The figures in your graph seem to be based on a booming - a very strong economy.

Yes, that's right. Shall I explain what I've based my figures on?

Yes please. That would be very helpful.

A question that is not on the topic

Could you tell me why the management got such a large pay rise this year ?

I'm sorry, but that's not really part of today's discussion and I'm afraid it's not a question I can answer. I suggest you speak to one of the Directors about that.

You don't know the answer to a question

What are your projections for the second term?

Erm . . . I'm afraid I can't give you a full answer right now. I'll look into it and get back to you later.

An aggressive or difficult question to answer

Where did you get your facts from? I cannot believe that what you are saying is true! 0:/Well, actually, all my facts are from company records You're welcome to come and check the figures after the presentation if you wish,

No questions

So, does anyone have any questions?

Any questions at all?

No? No questions?

That's fine. If anyone wants to ask anything, please feel free to speak to me individually.

OTHER EXPRESSIONS AND USEFUL PHRASES:

That's a good question and one that I'll be answering later in my talk.

Thank you for your question. Can I answer it at the end?

That's a useful/interesting question. If you don't mind, I'd prefer to answer it at the end.

I'm sorry, could you rephrase your question please?

I'm sorry, could you simplify your question?

I'm sorry, I didn't understand the question.

Could you repeat/rephrase it?

Shall I explain what I've based my figures on ?

Shall I... can be used to make a suggestion.

Shall I repeat my last point?

Shall I find more examples and get back to you?

... that's not really part of today's discussion ...

I'm sorry, but I'm afraid that is not really what I have been asked to talk about today.

We're not really covering that topic today.

That's not really what we are discussing today

That's not really what I meant

... I'm afraid it's not a question I can answer. I suggest you speak to one of the Directors about that

That is not actually within my area. You should probably speak to the Finance Director.

That's a good question, I suggest you raise it with senior management

.. I'm afraid I can't give you a full answer right now.

I'm sorry. I can't answer your question right now but I'd be happy to email you an answer later.

That's an interesting point. Can I answer that after the presentation?

Well, actually, all my facts are from company records.

I'm sorry. I'd rather not answer that question right now. Shall we talk at the end?

I'd be glad to discuss that with you later. As time is short, may I continue and we can discuss it later

Thank you for your question. Could we discuss it at the end?

You're welcome to come and check the figures after the presentation ...

I'd be happy to show you the figures after the presentation.

Please feel free to come and see the figures after the presentation.

So, does anyone have any questions ?

Are there any questions?

Any question?

Any more questions ?

24) Match a phrase on the left with the appropriate phrase on the right

- | | |
|--------------------------------------|--|
| 1. I'm afraid it's not a topic | a later in my talk. |
| 2. Could you rephrase | b to describe the details of the graph, |
| 3. I should have said earlier | c in English? |
| 4. Let me go back and explain | d for me to discuss. |
| 5. Unfortunately time won't allow me | e that we have already found an answer to that question, |
| 6. How do you say that | f Let me summarise the main points before I continue, |
| 7. Where was I? | g how we solved the problem, |
| 8. I'll be answering that | h your question please? |

25) Answering strategies. Choose the best response (a, b or c) for questions 1—8. Then define the question and the strategy the presenter uses to answer each question.

1. When you say 'pay freeze', what do you mean exactly?
 - a I don't know.
 - b So, you're asking me about the worsening of your employment conditions,
 - c Let me put it in another way, ...
2. Why did you spend so much money on marketing? What was the budget for the spring catalogue? And what is the total budget for this year?
 - a What is your question exactly?
 - b You've raised three points there. Let me take them one by one. First, the marketing budget,
 - c So, you want to know how much money we spent. Well, that's a difficult question.
3. It's too expensive.
 - a What's your question exactly?
 - b So, you're asking me about pricing structure,
 - c No, it's not.
4. I'm really not happy with the way you went about this. What went wrong?
 - a So, you're asking about what errors we have identified in the system,
 - b I'm sorry you're not happy,
 - c Nothing went wrong actually.
5. Don't you agree that the second option is actually better?
 - a No, I don't.
 - b So, you would like me to run through the advantages of the second option in more detail,
 - c You're asking me whether I agree with you or not.
6. I'd like to ask a question about your third option.
 - a I'll be addressing that point later in my presentation,
 - b That's not relevant at the moment,
 - c I don't want to answer that now.
7. So, that's the engineering plan, but what about the budget?
 - a The budget's not my job.
 - b I don't know anything about money,
 - c Our financial director Michael Braun is probably the best person to answer that, Michael?
8. Could you tell me about your company's differential edge?
 - a No, I can't understand you.
 - b I didn't get that. Could you repeat your question in other words?
 - c Sorry, no, my English is not good enough.

26) Watch video – Presenters answering questions.

- 1) Q: Are we talking about the whole of Ukraine here? How many people are we going to train?
Svitlana: Thank you very much for your question So, you're asking how many people we're going to train. We're ...
- 2) Q: So, what does a person normally earn in Ukraine?
Svitlana: You're asking what is the salary of average person in Ukraine. It's a very low salary. But, we're not speaking about ordinary people
- 3) Q: Could you tell us a little bit more about the kind of training that you're envisaging giving these people? And how¹ it would benefit companies?
Svitlana: Your question is about how ... what is the training we are going to provide to these specialists and how¹ the companies would benefit. Let me take your question in two parts. So, the first question is what is the training about. This training will be provided by a very well-recognised company in Germany ... And, let me come back to your second question, how the companies would benefit. The thing you do, the companies would pay only £100,000 which I believe you will agree with me is not a very big amount for such a big company .but after that you can have as many specialists as you want.
- 4) Q: I was wondering how are you going to convince these people to work for half a salary?
Svitlana: Thank you for your question. Your question is about why would these people agree to work for half a salary.
- 5) Q: So, in your opinion, how many genes cause disease.
Zhan: How many genes cause disease. Well, that's a very good question and it's also a very difficult question to answer because the answer is we don't know.
- 6) Q: I've got a question. How do you know a gene is a disease gene?
Zhan: How do we know a gene is a disease gene. Well, as I say, after this analysis we have a list of candidate genes that could be a disease gene. We then send off these results to biologists who will confirm our findings,
- 7) Q: Can I first ask a question about these pills? I mean, are they expensive to produce! Are they likely to be available to everybody who has this kind of genetic gene!
Zhan: Eight. So, first of all, are they expensive to produce. Well, I'm afraid I'm first involved in discovering these disease genes. So, this is something that the pharmaceutical companies will have to come up with and, I'm afraid, that I can't answer that question. The second part of the question is ... sorry, remind me, what is the second part of your question!
- 8) Q: If I understand you correctly, you're promoting IP as a positive thing to teach in schools, But, what are the negative effects?
Cesar: So, the question is the negative effects of IP teaching in schools. Well, I'm glad you asked the question because it's a very interesting question, but at the same time it's a bit - I would say - highly topical at the moment. It's more to do with the philosophy of IP.
- 9) Q: That was my question actually. I understand ... How can we finance, this The extra cost.
Cesar: So, the question is budget.
- 10) Q: So, are you saying that teaching IP is a good thing!

Cesar: If I understand you correctly, you're saying if I am advocating the positive things of IP. I haven't actually got to that point. I think at this stage I'm actually giving you the facts. I'm actually giving you the whole picture. I'm going to come down to that point later on. So, if you could just hold onto that, I would really appreciate it.

27) What strategies do the presenters use to answer the questions? Match the number of the dialogue and the strategy.

- a The presenter paraphrases by using the original wording of the question and makes it clear he / she can't answer the question,
- b The questioner interrupts and uses a sequence of questions. The presenter accepts the question and answers it non-defensively even though he / she is at a critical point in the presentation. The presenter paraphrases and answers the first question. He / She asks for repetition of the second question. (If the second question was difficult, the presenter might be lucky as the questioner could have forgotten the second or even third question!)
- c The questioner uses a sequence of questions. The presenter paraphrases and answers the second question. The questioner is responsible for the sequence and the presenter can't be expected to remember the whole sequence. The presenter clearly gives the answer to the whole audience.
- d The presenter paraphrases the question. He / She switches the emphasis from 'convincing' to 'agreeing' in the paraphrase.
- e The presenter paraphrases by using the original wording of the question and answers it by referring back to an earlier point.
- f The questioner uses a sequence of questions. The presenter separates the questions and points out that there are two questions. He / She paraphrases and answers both fully.
- g The presenter paraphrases the question and answers it very briefly but goes on to point out that the question is not relevant.
- h The presenter paraphrases and asks for clarification. He / She then refers the question forward to a later point in the presentation, demonstrating effective management of the presentation.
- i The presenter paraphrases and takes the question in the direction the presenter feels is necessary. He / She gives himself / herself thinking time with the paraphrase and some standard phrases.
- j The presenter paraphrases and uses more positive vocabulary in the paraphrase.

28) PRESENTATIONS TASKS

Student A:

STEP 1

Think of a subject you know quite a lot about but your study partners don't. It could be something to do with your job or a personal interest. Spend 15-20 minutes preparing a 5-minute talk on this subject.

STEP 2

Give your talk. Make sure you speak for at least 5 minutes. Speak as fast as you can and imagine that you are talking to a group of experts in your subject. Don't worry about your grammar, your vocabulary or your pronunciation. Just keep talking! Your partners should interrupt you as often as necessary to check they understand.

STEP 3

Answer the questions from your group-mates.

Student B:

Listen to the presentation of Student A. Prepare the questions:

- What exactly did you mean by _____?
- Could we go back to what you were saying about _____?
- How did you arrive at the figure of _____?
- I think I misunderstood you. Did you say _____?
- You spoke about _____. Could you explain that in more detail?
- Going back to the question of _____ Can you be more specific?
- You didn't mention _____. Why not?
- If I understood you correctly, _____ Is that right?
- I'm not sure I fully understood _____. Can you run through that again, please?
- 10. There's one thing I'm not clear about: _____. Could you go over that again, please?

III. ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ РАБОТЫ В ГРУППЕ

1. Key Vocabulary

Most people work because they need to earn a salary, but money is not the only motivation or reason why people work. People get job satisfaction from different factors, such as social interaction with colleagues. Status, that is your professional position, and achievement, doing something well, can be important. Some companies really value their employees and see them as the company's main asset. Managing people well can lead to better results and higher productivity for the company, but this can be difficult to do. People respond differently to different styles of management. Some organisations give their workers freedom to develop their roles and others don't.

2. Look at the survey below, then choose six factors which are important for you. Compare them with a partner.

Factors considered when choosing your first job			
I want to: % of graduates		I want to: % of graduates	
enjoy my job	72	be passionate about the industry I work in	30
like the people I work with	70	have job security*	30
have enough money to afford the things I enjoy	64	be in control of what I do	27
receive training	63	have a lot of freedom at work	21
find the work stimulating	57	work for a well-known company	18
have an inspirational* boss	41	not have to work overtime or at weekends	17

have a good social life	40	have a job that will take me abroad	16
have the opportunity to take professional qualifications	39	have an excellent salary	15
work for a respected* company	35	have other people think what I do sounds good	11
have a position of responsibility	30		
<i>inspirational: motivating</i> <i>respected: people think well of [the company]</i> <i>job security: no worry about losing your job</i>			

3. Managers have to learn how to be teachers, counsellors and friends ... Charles Handy (Management specialist)

Work in pairs and discuss these questions.

- 1 Do you agree with Handy's view?
- 2 What is the main role of managers in companies in your country?
- 3 How much control should employees have over their own work ?
- 4 How much should the manager control what the employee does?

4. Dan Goldman has a performance appraisal with his line manager, Philippa. They discuss his performance since the last meeting and set targets for the next meeting in six months' time. Listen and complete Philippa's notes.

1) Appraisee's performance in the past six months

Dan is getting on well. He _____ the work, particularly pleased with _____

2) Areas where appraisee needs to improve

Time- _____

3) Action to improve performance in these areas

Intentions

He is going to _____, _____

Definite

He is doing _____. Mr Hensman _____ the course.

Compare your notes with a partner.

5. In the second part of the interview Dan talks about:

- a) Difficulties with his boss
- b) Optimistic ideas about his future in the company
- c) Time-management course
- d) Unrealistic deadlines set for the team

PT: Right, Dan. You know that the aim of this _____ appraisal is to look at how you're doing and to identify any areas where you need to make some changes. So, what's your _____? How are you getting on?

DG: Pretty good, I guess. I'm really enjoying the work here.

PT: That's good to hear. Is there anything you're particularly pleased with?

DC: Erm, yeah. I was very _____ with the way things went on the Silverton project. It was a great team - really _____ to work with them, and to learn from them.

PT: Good, yes, I think you worked really well on that project

PT: OK. So now are there any aspects of the job where you think there is room for _____?

DC: Well I'm still having some difficulties with my time _____.

PT: Why do you think that is?

DG: I guess I'm a bit too optimistic about how much I can do in a day! But I really do want to get better at organising my time.

PT: OK. So what are you going to do about that?

DC: Well, I'm going to try to _____ more, to deal with the things that are really important. I'm also going to set myself more realistic _____.

PT: Good, OK, that sounds sensible.

DG: And, I've finally got a place on a time management course and I'm doing that next month.

PT: Excellent. Who's _____ it this time?

DG: It's Scott Henman.

PT: Oh, he's good. I think that will be very useful.

6. Answer the questions:

- 1 When are you going to spend time in an English-speaking country?
- 2 What time are you going to leave today?
- 3 What are you going to do this evening?
- 4 When are you going to apply for a new job?
- 5 What type of job are you going to apply for?

7. Work in pairs. Juan, Aleka and Chan each have a different objective. They write a list of action points to meet their objective. Decide which points belong to which person.

Objectives

- Chan: spend more time with my family
- Aleka: buy a new computer because I want to work from home
- Juan: get a new job

Action points

- 1 buy magazines to get more information
- 2 talk to a careers consultant
- 3 consider what gives me job satisfaction
- 4 decide exactly what I need and find a product that matches my needs
- 5 do research to see what jobs and companies match my values
- 6 leave work earlier
- 7 not take work home at the weekends
- 8 start work earlier
- 9 talk to people who have different kinds of computers

Now write sentences to describe Juan, Aleka and Chan's intentions.

Example: Chan is going to leave work earlier to spend more time with his family.

8. Now think of three objectives which are important to you and write an action plan to reach each objective. Compare your objectives and action plan with a partner.

9. Read the recruitment advertisement and answer these questions.

- 1 Who is advertising?
- 2 Who do they want to recruit?
- 3 What is the name of the programme they want the recruits to join?
- 4 What is the main quality they are looking for?

Graduates/Final Year Students
Priceless training. Free thinking

Bring us free thinking and we'll give you invaluable training for a unique career.
Our 4 year Fast Stream Programme will give you an insight into the development of government policy, the complexities of tax law and practice, and how a major organisation is managed. You will learn how different types of business operate and develop your skills so that you can take on the wide range of career opportunities we offer.
Determined, with excellent interpersonal and communication skills, a strong analytical mind and the confidence to make critical decisions, you'll need the drive and self-discipline to take on growing responsibilities and demanding exams at the same time. You'll also need to have, or be expecting, a first or second class honours degree, and be free to join us in July in London or a range of locations in southern England and the Midlands.
In return, as well as exceptional training, you can expect a starting salary between around £14,000 and £21,000 depending on location, qualifications and experience. If you meet our expectations you can expect to be earning £30,000 in 4 years.
For further information and an application form, write to Inland Revenue, Fast Stream Development Programme, HR Division, PO Box 55, Mowbray House, Castle Meadow Road, Nottingham, NG2 1 BE quoting reference FS/G2. Telephone 01150974 0696. We must have your completed application form by 6 November.
The Inland Revenue is an Equal Opportunities Employer.

Development Programme

10. Read the advertisement again and complete the sentences with a verb.

- 1 We will _____ you invaluable training for a unique career.
- 2 The Fast Stream Programme will _____ you insight into government policy.
- 3 You will _____ how different types of business operate.
- 4 You will _____ drive and self-discipline.
- 5 We will not _____ on grounds of gender or race.
- 6 They _____ accept applications after 6 November.

11. Use these prompts to write six sentences.

Example: Inland Revenue/give/training = Inland Revenue will give you training.

- 1 You/learn/management skills
- 2 we/offer/excellent training
- 3 you/earn/£14,000 - £21,000 per year
- 4 you/take/exams
- 5 Inland Revenue/not/discriminate against you
- 6 you/live/Southern England

12. Phone to find out about the job. Ask about:



- opportunities to use my languages?
- work abroad?
- receive training?
- date of interviews? (When ...?)

13. Listening:

Morna Lawson talks about various aspects of work. Listen and complete the notes.

Job satisfaction

1 Three things that are important to Morna in a job: _____

Management styles

2 She likes a manager to be a _____, but at the same time to be _____. In other words the manager allows her to get on with it, but is there to _____ her.

Workplace culture

3 Spain and Britain are probably similar now, but when Morna worked in Spain she noticed that _____

Managers

4 Morna's favourite manager was a _____. She allowed her to get on with the work and to _____ (it wasn't the end of the world) and Morna _____

14. How would you like your manager to be? Choose three descriptions.

SUPPORTIVE HANDS-OFF AVAILABLE
 A GOOD TEACHER UNDERSTANDING INSPIRATIONAL

15. Morna talks about the workplace cultures in Britain and Spain. Look at your notes and choose a sentence that matches what she says.



a The Spanish live to work and the British work to live,
 b The British live to work and the Spanish work to live.
 What is the workplace culture in your country like?

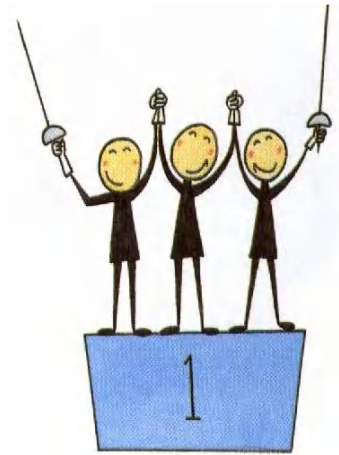
16. Look at the cartoons and say which figures you think represent men and which represent women?



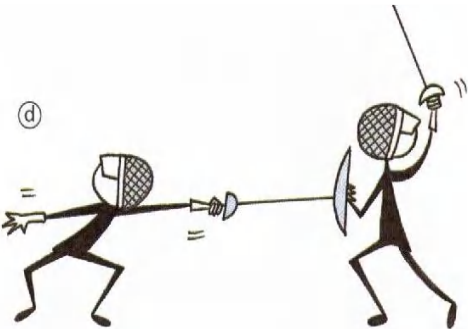
confrontational, competitive



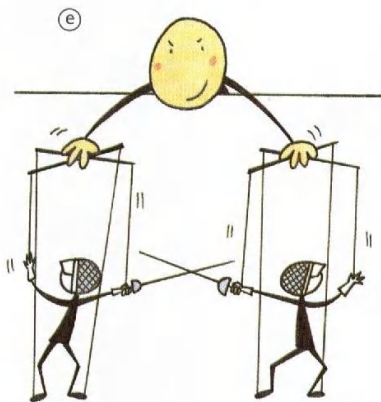
personal achievement comes first



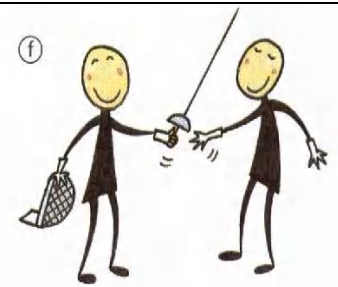
share credit for success



forceful, self-protective, challenging, direct



in control



collaborative



welcome contributions



talk about personal matters



hysterical

Men	Women

17. Read the text. The text has eight main sub-sections. Match the cartoons on page 88 to the sections.

Men and women do things differently. There are, of course, exceptions to every generalisation, including this one. Cristina Stuart is a managing director of Speakeasy Training, a consultancy that runs courses for men and women working together. Here she describes a few key differences between the sexes in the workplace.

1 Working together

The male approach to business is competitive, direct and confrontational. The end justifies the means.* Personal status and a focus on the individual are important.

The female method is collaborative. Collective action and responsibility are more important than personal achievement. Lateral thinking*, as well as goodwill and the well-being of the individual, are also of great importance.

2 Tackling problems

The male approach is to go to the heart of the problem, without taking into account secondary considerations. The female preference is to look at various options.

3 Body language

Male body language tends to be challenging. Female body language tends towards self-protection. A stereotypical female pose is sitting cross-legged; the male sits with legs apart to give an impression that he is in control.

Male behaviour can include forceful gestures for example banging a fist on the desk for effect. The female style does not usually include aggressive gestures.

4 Language

The male way of speaking does not encourage discussion. Women tend to welcome others' opinions and contributions more.

5 Conversation

Men like to talk about their personal experiences and achievements or discuss 'masculine' topics such as cars or sport. Women tend to talk about staff problems and personal matters.

6 Meetings

If a woman does not copy the male confrontational style, she is often ignored.

7 Self-promotion

Men find it easy to tell others about their successes. Women tend to share or pass on the credit for a success.

8 Humour

Men's humour can be cruel - a man's joke usually has a victim. Female humour is less hurtful. A woman often jokes against herself.

CAVEAT

Many men have a female style of working. Equally many women have a male approach.

As Ms Stuart says many of the current management theorems - flatter organisations*, empowerment, managing by consensus* - have a female style to them.

* *the end justifies the means: it doesn't matter what methods you use; success is the only important thing*

* *lateral thinking: thinking in a creative way, making unusual connections*

* *flatter organisations: organisations in which there are fewer managers and people have equal status*

* *managing by consensus: managing by getting everyone to agree*

18. According to the text, which of these phrases are typically used by men and which by women?

Example: 'It's very simple. The point is ...' = Men because 'the male approach is to go to the heart of the matter'.

1 'But we need to take account of

2 'You look worried. What do you think about the new plan?'

3 'That's rubbish!'

4 'I built the department from nothing.'

5 'Thanks for your kind words, but this really was a team effort.'

6 'It was so funny. He looked ridiculous!'

19. Work in groups and discuss the questions.

1 What is the style of male and female managers in companies in your country? Are they similar to the ones outlined in the text?

2 Do you think there is a difference in style between men and women or is any difference usually because of personality?

3 Do you know any men who have a 'female' style of working? or women who have a 'male' style of working?

4 Do you find it easier to work with men or women? Why?

6 Choose a spokesperson in the group to make a presentation to the whole class, summarising the opinions in the group.

20. Word building. Complete the table with words from the text then mark the stress

<u>VERB</u>	<u>NOUN</u>	<u>ADJECTIVE</u>
1. to compete (with)	competition	competitive
2. to confront	confrontation	
3. to collaborate	collaboration	
4. to control		controlling
5.	encouragement	encouraging
6. to achieve		achieving

21. Complete the following sentences using one of the words from the table.

1. It was a great _____ to win the company's prize for excellence.

2. This is a really difficult job at times. I'd like a bit of _____ from my boss occasionally.

3. I hate having meetings with Alan. He's always aggressive and _____.

4. I don't like working on my own, I need other people to _____ with.

5. It's impossible to _____ events, but you can influence them.

22. Work in pairs. Look at the cartoon and discuss what you think the job of a tour representative is like.



23. Listen and complete the gaps.

Name: Lisa Crawford

Job title: Tour representative

Company she works for: _____

Perks: _____

Ratio of men to women: _____

The job involves _____

I'm responsible for _____

I have to deal with _____

It also involves _____

24. Look at the list of jobs. Listen and identify which of these jobs the speaker describes.



Customer Services Manager



Shoe Designer



Personnel Officer



Shop Assistant



Managing Director



Advertising Executive

25. Work in pairs. Choose one of the other jobs and describe it to your partner. Your partner has to guess which job it is.

26. Think of a job; your own job, or one you would like in the future. Write a list of:

- the responsibilities
- the perks or extra benefits
- details such as the ratio of men and women colleagues

IV. ПЕРЕГОВОРЫ КАК ФОРМА ДЕЛОВОГО ВЗАИМОДЕЙСТВИЯ

1) Work with a partner. Ask him or her the questions below and make a note of the answers. Then tell the class what you found out.

1. How often do you make phone calls in English?
2. When was the last time you made or received phone call in English? How was it?
3. Who do you normally speak English to on the phone? Are they native speakers or non-native speakers of English?
4. What do you find most difficult about telephoning in English?
5. Describe your worst experience with an English phone call.

2) Three people are calling the company Micah Information Systems. Listen to the three dialogues and complete the table.

	Call1	Call2	Call3
Who is calling?			
Who does he/she want to speak to?			
Does he/get through? If not, why not?			
What will happen next?			

3) Listen again and complete the sentences from the dialogues.

- 1 Micah Information Systems. Sylvia _____
- 2 I'll _____ Mr. Seide you _____
- 3 It's Karen Miller _____
- 4 I actually _____ to speak to Maria.
- 5 Just on a moment while I make the _____
- 6 I'm _____ Maria's line is _____
- 7 I'll try _____ later.
- 8 Let me just _____ a pen.
- 9 Nice to _____ from you.
- 10 I'm actually talking to someone on the other _____

Which sentences (1-10) can be used:

- a to say who you are? 1, 3
- b to open a conversation politely? ____
- c to say who you want to speak to? ____
- d to put a caller through to another person? ____
- e to say that somebody (or you) can't talk now? ____
- f to say you will call again later? ____
- g to take or leave a message? ____

4) Match the two parts to make questions from the dialogues.

- | | |
|---------------------|--------------------------|
| 1 Could I speak | a my mobile number? |
| 2 Can I take | b through to her? |
| 3 Could you ask | c have your number? |
| 4 Could you tell me | d back in ten minutes? |
| 5 Does Mr. Seide | e your name again? |
| 6 Is she there | f a message? |
| 7 Shall I put you | g ask what it's about? |
| 8 Can I just | h at the moment? |
| 9 Can I call you | i to Jorg Seide, please? |
| 10 Have you got | j him to call me back? |

Now match these answers with the questions. Sometimes more than one answer is possible.

- A Certainly.
- B Yes, he does.
- C Sure, no problem.
- D My name is John Ellis.
- E Yes, I have. F That would be great
- G Yes, she is.
- H I'm afraid he's in a meeting.
- I I need to ask her about the project meeting next week.
- J Yes, please.

5) There are usually two ways of saying the same thing: a formal way, or a less formal way. Find pairs of expressions with the same meaning and complete the table.

- Can I speak to Bob, please Certainly Could I speak to Bob, please?
 Thanks What's it about? Could you please hold? Hang on a moment.
 Can I just ask what it's about? Shall I put you through to her? Sure.
 Do you want to speak to her? Thank you.

MORE FORMAL	LESS FORMAL
<i>Could I speak to Bob, please?</i>	<i>Can I speak to Bob, please?</i>

USING FIRST NAMES

Whether we use first names or surnames (family names) with people in English normally depends on the relationship we have with them. Here are some tips.

- As a general rule, do what the other person does. So if the other person uses your first name, use their first name when you speak to them. One important exception: if the other person has a much higher status than you (for example if you are a secretary and they are a manager) then sometimes it is better to use their surname, even if they use your first name. It depends on the company culture.
- If it is the very first time you speak to a person, you should probably use their surname.
- If you have had contact with the person before (even if it was only on the phone), you can normally use first names.
- If the person is an important business contact you should definitely try to use appropriate. It is a sign of a close working relationship.

6) There are different ways to give our names on the telephone. Match the sentences with the explanations. (Careful: one sentence below is not used on the telephone!)

- | | |
|------------------------------|--|
| 1 This is Gordon Wallis. | a You say this when you answer the phone. |
| 2 It's Gordon (Wallis) here. | b You say this when you call a company and you |
| 3 Here is Gordon Wallis. | Don't know the person who answers the phone. |
| 4 Gordon (Wallis) speaking. | c You say this when you call someone you know. |

7) Listen to the three phone calls again and answer who uses surnames? Why? Who uses first names?

GIVING 'BAD' NEWS

It is very common for native speakers to use *I'm afraid* or *I'm sorry* when giving 'bad' news, for example when saying someone is not available.

I'm afraid Mr. Seide is in a meeting.

I'm sorry, but Mr. Seide is in a meeting.

If you do not use *I'm afraid* or *I'm sorry*, the sentence sounds very direct and impolite to a native speaker.

The word is also often used to make a statement more polite. For example, it can be used:

- instead of saying the word *no*.

A: *Does he have your phone number?* B: **Actually**, I don't think he does.

- when we change the subject (e.g. when we change from small talk to talking business).

*Your holiday sounds fantastic. Listen, Sandra, I **actually** wanted to speak to Maria.*

- to say something which is inconvenient or annoying for the other person, in a polite way.

*Can I call you back? I'm **actually** talking to someone else on the other line.*

Careful: *actually* is not the same as *current(ly)*!

8) Rewrite the underlined sentences below with *I'm afraid* or *actually*.

1. I'm trying to get through to Jake Woodward. He asked me to call him this morning.
I'm actually trying to get through.
2. Marie Dupont. You're from France, aren't you? - No, I'm from Belgium.
3. Can I talk to Kevin Shields? - He's not here.
4. Would you like to leave a message? - No, I'll call back later.
5. Can I call you tomorrow? - I won't be in the office tomorrow.
6. Heather's line is engaged. Shall I tell her to call you back?

9) Often when we telephone we have to deal with communication problems. Listen to the dialogues and match them with the problems. Sometimes more than one answer is possible.

CALL

- a The caller is speaking too quietly.
- b The person called didn't understand what the caller said
- c The person called wants the caller to say something again.
- d The caller is speaking too fast.
- e The caller has called someone by mistake.
- f The person called doesn't know how to write a word.
- g The phone itself is making a lot of noise.
- h The previous call was cut off and the caller has to call the other person back.

10. Now complete the extracts from the dialogues with words from the box.

slowly up cut line catch spell could wrong

- 1 Sorry, I didn't _____ that.
- 2 Sorry, _____ you repeat that, please?
3. Sorry, can you speak _____ a bit, please?
- 4 Sorry, I think you have the _____ number.
- 5 Sorry, this is a really bad _____ .
- 6 Sorry, we got _____ off.

7 Sorry, could you _____ that for me, please?

11) Read this telephone conversation. Choose the correct words or phrases in italics. Focus on the Modals.

Ms Green *Could/couldn't* I speak to Mr. Boutin please?

Mr. Boutin Speaking.

Ms Green Hello. *I am/This is* Sarah Green from London. I understand you would *like me to/that I* make a few changes to your itinerary.

Mr. Boutin Yes, that's right. *I prefer/would prefer* to see Ms Watson and Mr. Flavell before I meet Mr. Trigg. *Would you mind/Would you like* arranging that for me?

Ms Green *Yes, of course/No, not at all.* I'll set up a meeting with Ms Watson at eleven o'clock and Mr. Flavell at twelve.

Mr. Boutin Perfect.

Ms Green And *do/would* you still like to go to the seafood restaurant for lunch? Perhaps at one instead of twelve?

Mr. Boutin Yes, *I will/that would be nice.*

Ms Green Good. There's just one other thing though. Mr. Trigg won't be able to see you until four o'clock. That doesn't give you much time to so would you mind *if I booked/me to book* you on a later flight back?

Mr. Boutin *Yes/No*, that'd be OK.

Ms Green There's one at 8.15. I'll try to book you a seat.

Mr. Boutin Thanks. I'll leave it to you then. *Would you/Would you mind* give me a ring later on to confirm everything?

Ms Green Yes, of course.

12) Role-play. Work with a partner to practise the dialogue below.

A

Answer phone.

Respond.

Person is unavailable.

Say why and offer to take message.

Take message

B

Say hello and make some small talk.

Change subject and ask to speak to somebody.

Leave message.

Say thank you and goodbye.

USEFUL PHRASES

Giving your name

Gail Jones speaking.

This is Robert Smith from ABC Enterprises.

Hello, Jane. It's Elena Gonzalez here.

Getting through to the right person

Could/Can I speak to Mark, please?

I'd like to speak to Ellen Baker, please.

I actually wanted to speak to Pat.

Is Pascal there at the moment?

Making the connection

Shall I put you through to him/her?

Can I just ask what it's about?

Could you please hold?

Just hang on a moment while I make the connection.

When the person isn't available

I'm afraid his/her line is engaged.

I'm afraid Pat isn't available at the moment.

I'm afraid she is in a meeting.

Can I take a message?

Would you like to call back later?

12) What advice would you give to someone to help them telephone successfully? Work with a partner to make a list of tips. Then read the article and discuss it.

Successful telephoning

Phone calls can often be challenging in your own language, but when you're speaking a foreign language they are even more

difficult. There's no body language to help you, the audio quality is not always perfect, and there is more time pressure than in a face-to-face conversation. Below are some tips to make telephoning in English less stressful.

1. If you have to make a difficult phone call, spend a few minutes preparing first. Think about what you want from the phone call. What might the other person say? Make notes of English phrases you can use during the call.
2. Try to relax. Make sure you have enough time for the call, and don't hurry. It's better to have a successful ten-minute call than an unsuccessful five-minute call.
3. Sometimes receiving an unexpected call can be very stressful. To give yourself some time to prepare for the call, you might want to tell a 'white lie' (*I'm sorry, I'm actually in a meeting right now. Can I call you back in ten minutes?*) and call back when you feel more confident.
- 4 It's important to make a little small talk with the other person before you talk business, but don't spend too long chatting. Get to the point of the call quickly. If you're talking to a native English speaker, listen for words like *well, so, and anyway* these are signals that it's time to talk business.
5. Speak more slowly and at a lower pitch than you would during a face-to-face conversation. It makes you sound confident, helps the other person to understand you, and calms you down if you are nervous.
6. Don't be afraid to ask a caller to repeat something (*I'm sorry, I still didn't catch that. Could you say it again more slowly?*). It's better for the caller to repeat a piece of information five times than for you to write down the wrong information.
7. Smile! Although it sounds strange. the other person can hear if you are smiling - it makes your voice sound friendlier.

14. What is the thing you find most difficult on the telephone? How could you make it easier? Can you think of five things you could do to improve your telephone skills in English?

15.) Memorize the following telephone phrasal verbs and make up sentences of your own.



16) Use the verbs below in their correct form to complete the paragraph.

• run • cut • switch • get • hang (x2) • call • put

I tried to call him on his mobile several times, but he had 1) _____ it off, so I tried his office. His secretary told me to hold the line and she would try to 2) _____ me through. I had been 3) _____ on for about five minutes, when my card 4) _____ out and I got 5) _____ off. I went to a public phone box and tried again, but this time I just couldn't 6) _____ through to his company at all. I had given up, when my mobile phone rang. It was him! "Mark," I said, "at last." "Sorry, Fred," he said - "can I 7) _____ you back in five minutes?" Before I could say anything he just 8) _____ up. I'm still waiting to talk to him.

17) Read the text, choose the correct verb forms in italics.

Get active with your listening

Imagine you are calling an important business contact. The person *says/said* he is in a hurry and only has five minutes for the call. While you *talking/are talking*, you *hear/are hearing* him typing on his computer keyboard, and he continually interrupts you while you *are trying/tried* to talk. How would you feel?

The above description is an example of a bad listener. Everyone learns at school how to read and write, but normally we are never taught how to listen. However, effective listening is one of the most important communication skills.

Here are some things you *can/can to* do to improve your active listening skills.

1. Remove distractions. Make sure the place where you *are telephoning/telephoning* isn't too hot, too cold, too noisy or too uncomfortable.
2. When you're on the phone, *don't type/type*, tidy your desk or organize your papers. The noises you make *will tell/won't tell* your partner that you're not listening.
3. *Forget/don't forget* about your own problems and tasks while talking to your partner. You *concentrate/can't concentrate* on what someone else is saying if you *think/are thinking* about your 'to do' list.
4. Regularly summarize what your conversation partner *has told/told* you, to show that you are listening ('So what you mean is ...', 'If I understood you correctly, you want to ...'). This *can't/can* also help your partner to move forward in the conversation.
5. Be honest with your partner. If you *aren't/weren't paying* attention to what they said, or if their English *is/isn't* too difficult, tell them and ask them to repeat what they said ('Sorry, could you say that again?', 'I'm sorry, but *I'm finding/I finding* you

difficult to understand. Could you maybe try to talk in simpler English, please?').

6. Wait until the other person *has stopped/stopped* talking before you *will decide/decide* what to say next. If you are constantly thinking about your response, you *won't be able/will be able* to concentrate on what they are saying. Use phrases like 'let me see', 'I see what you mean', or 'I just need to think for a moment' to give yourself time to think about what to say next.

7. Learn listening skills from other people. Pay attention to how other people (especially native speakers) show you that they *are listening/were listening*.

18) Arno Maier works in a small import/export company in Hamburg. Listen to the two calls Arno makes and receives, and complete the sentences and questions below.

Call 1.

I have a question (1) _____ your relay switches.

Are you the (2) _____ person to ask?

What (3) _____ your question?

Could you (4) _____ me what the unit price would be for orders over a thousand units?

That was the RS 877, (5) _____?

Sorry, I didn't (6) _____ the second price.

Call 2.

I'm (1) _____ about the order you faxed us yesterday.

I just wanted to (2) _____ it.

Do you have a (3) _____?

Would you like me to (4) _____ that for you?

Let me just (5) _____ that back to you.

Sorry, what was the post code (6) _____?

HOW TO BE LESS DIRECT

Generally in English, the less direct a sentence is, the more polite it is. For example, we often use the past tense (*was, wanted*) instead of the present tense (*is, want*). The past tense is more polite, because it's less direct.

What was your question?

I just wanted to check ...

I wanted to ask about ...

Similarly, we often use *could* and *would* to make questions or statements less direct.

Could you tell me what the price would be? (instead of *Can you tell me what the price is?*)

What would be your preferred means of payment? (instead of *What is your ...?*)

19) Rewrite the sentences below to make them less direct, as in the example.

1 What is your question? _____

2 Can you tell me your name? _____

3 I just want to check the address. _____

4 What is your name again? _____

5 What do you want to know? _____

6 What is your charge for delivery? _____

7 How long does it take to send it? _____

ACTIVE LISTENING STRATEGIES

Active listening strategies can help you to communicate more effectively on the telephone.

When listening, say words like *right, uh huh, got you, yeah* every few seconds to show that you are paying attention. The other person feels more relaxed because it's clear that you are there and actively listening to them.

Check each piece of information that the other person gives you - even if you think you have understood everything perfectly, you might have actually misunderstood something the other person said.

You can do this by:

• Echoing, in other words by repeating what the other person said, to make sure you understood correctly:

A *We can deliver on Tuesday.* B *Tuesday. Right.*

• Asking for clarification:

A *Our address is 40 George Street.* B *Sorry, did you say 40 or 14?*

• Reading numbers and other important pieces of information back to the other person:

A *My number is 2389 5354.* B *Let me just read that back to you. So that's 23895354.*

You can also ask the other person to read a number back if they don't do it themselves:

Can you just read that back to me?

20) Complete these extracts from a telephone conversation with words from the box.

And your name was Did you say Let me just read that back to you

So that's Sorry, was that To Poland

1 *Iwona* Well, first of all, how long would it take to ship a consignment to Poland?

George (1) _____? I would say between a week and ten days by sea. We could also send a shipment via air freight, but that would naturally be more expensive.

Iwona (2) _____ a week to ten days?

George Yes, that's right.

2 Iwona So that's 58 for Gdansk, then 61 345 3.

George (3) _____ 3453 or 2453?

Iwona It's 34 53.

George Right. (4) _____ It's 00 48 5861 3453.

Iwona Yes, that's right.

3 George Great. (5) _____ Iwona ... ?

Iwona Jakubik. That's spelt J-A-K-U-B-I-K.

George (6) _____ Iwona Jakubik. J-A-K-U-B-I-K. Got you.

21) Check that you have understood correctly. Ask about the highlighted information, as in the example. More than one answer is possible each time.

1. I would like to order 50 units. *Sorry, did you say '50 or 1'5 units? I OK so that's '50 units.*

2. Our address is 98 King Street, Hull. _____

3. My phone number is 0912103885. _____

4. The meeting is on Thursday. _____

5. My name is Oliver Prentice. _____

6. The new price is €72.90. _____

22) Put the words in the right order to make sentences

1. have you pen do a?

2. six order A is elephant for Venice two zero E V the for number for apple.

3. D for Bob that B was or David for?

4. address D Tom at his hyphen dot Baker E mail is Martins (tom-baker@martins.de).

5. didn't that sorry I catch , thirteen did thirty say or you?

23) Match each polite question on the left with a sentence from the right that has a similar meaning. Focus on the Modals.

1. Would you mind if I went to the bank? a) Do you want to go to the bank?

2. Would you mind going to the bank? b) Go to the bank, please.

3. Would you like me to go to the bank? c) Please may I go to the bank?

4. Would you like to go to the bank? d) Do you want me to go to the bank for you?

Rewrite these sentences as polite questions.

1. We can pay you in advance if you want.

Would you _____ ?

2. I'd like a day off next week. Is that OK?

Would you _____ ?

3. I can send you our latest annual report. Do you want me to?

Would you _____ ?

4. Do you want to fly Business Class?

Would you _____ ?

5. Please wait a few minutes. The manager is busy at the moment.

Would you _____ ?

6. May I pay by credit card?

Would you _____ ?

24) Read the telephone conversation.

Mr. Lopez Could you put me through to Mrs. Clark, please?

Receptionist Who are you?

Mr. Lopez Jorge Lopez

Receptionist What?

Mr. Lopez Jorge Lopez.

Receptionist Wait.

Mr. Lopez Hello. This is Jorge Lopez.

Mrs. Clark What do you want?

Mr. Lopez Could we arrange the meeting to discuss our contract? Are you free this Thursday?

Mrs. Clark No.

Mr. Lopez Oh, that's a pity. How about Friday then, or next Monday?

Mrs. Clark Friday or Monday is OK. I don't care which.

The two people Mr. Lopez talked to were not polite. Write what they should have said.

1. Who are you? _____
2. What? _____
3. Wait. _____
4. What do you want? _____
5. No. _____
6. I don't care which. _____

25) Role-play. Use the Useful Phrases below and make a phone call with you partner.

Student A – CEO assistant – answers the questions

Student B – a manager of the company – asks questions to find out the following information:

1. Find out the time of the company meeting
2. Find out who will be present
3. Find out what issues will be discussed
4. Find out what documents you need to prepare for the meeting
5. Find out if you can bring a foreign colleague to the meeting (and explain why you want to invite him/her)

USEFUL PHRASES

Opening the call

I'm calling about ...

I have a question about ...

I wanted to ask about ...

Are you the right person to ask?

Exchanging information

What was your question?

What would you like to know?

Could you tell me ... ?

Checking information

Would you like me to spell that for you?

Did you say ... ?

Sorry, I didn't catch that.

Let me just read that back to you/

Let me just check that.

26) Role-play. Make up a phone conversation on any business topic.

5. Оценочные материалы промежуточной аттестации по дисциплине

5.1. Зачёт с оценкой проводится с применением следующих методов (средств): Зачет с оценкой выполняется в устной форме. Допуском к зачету является выполнение заданий в дистанционной форме более чем на 85 %.

В случае проведения промежуточной аттестации в дистанционном режиме используется платформа Moodle и Teams.

5.2. Оценочные материалы промежуточной аттестации

Компонент компетенции	Промежуточный/ключевой индикатор	Критерий оценивания
УК-3.2: Способен анализировать возможные последствия личных действий и планирует свои действия для достижения заданного результата	Анализирует возможные последствия личных действий и планирует свои действия для достижения заданного результата Осуществляет обмен информацией, знаниями и опытом с членами команды; оценивает идеи других членов команды для достижения поставленной цели Соблюдает установленные нормы и правила командной работы, несет личную ответственность за общий результат	Демонстрирует осмысление полученных теоретических основах и применяет их в практической деятельности. Адекватно оценивает социальную общность и ее социально-психологические характеристики.
УК-4.1: Способен	Знает основные современные	Понимает и знает основные правила современного

Компонент компетенции	Промежуточный/ключевой индикатор	Критерий оценивания
использовать основные современные коммуникативные средства, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии	коммуникативные средства, в том числе на иностранном(ых) языке(ах), используемые в академическом и профессиональном взаимодействии Умеет создавать на русском и иностранном языке письменные тексты научного и официально-делового стилей речи по профессиональным вопросам; производить редакторскую и корректорскую правку текстов научного и официально-делового стилей речи на русском и иностранном языке Владеет системой норм русского литературного и иностранного(ых) языка(ов); навыками использования языковых средств для достижения профессиональных целей, ведения деловой переписки	русского языка и культуры речи, применяет основные принципы построения монологических текстов и диалогов, характерные свойства русского языка как средства общения и передачи информации; теоретическую специфику устной и письменной, книжной и разговорной речи; правила продуцирования текстов.
УК-5.3: Способен придерживаться принципов недискриминационного взаимодействия при личном и массовом общении в целях выполнения профессиональных задач и усиления социальной интеграции	Придерживается принципов недискриминационного взаимодействия при личном и массовом общении в целях выполнения профессиональных задач и усиления социальной интеграции Демонстрирует понимание общего и особенного в развитии цивилизаций, религиозно-культурных отличий и ценностей локальных цивилизаций Использует навыков анализа и прогнозирования ситуации коммуникации с учетом факторов межкультурного многообразия.	Определяет объект (события или явления) аргументированного воздействия. Доказывает собственную позицию по вопросам толерантности и дискриминации, используя аргументы, рассмотренные в теоретических концепциях дискриминации и в рамках международной практики.

Типовые оценочные материалы промежуточной аттестации

Зачет с оценкой выполняется в устной форме. Допуском к зачету является выполнение заданий в дистанционной форме более чем на 85 %.

Типы заданий на зачете:

- А) Ответить на 5 или более вопросов преподавателя, провести беседу на тему вопроса (без подготовки). Оценивается спонтанная речь.
В) Сделать сообщение на тему (без подготовки). Оценивается подготовленная речь.

Вопросы преподавателя

(Приведенные ниже вопросы указаны ориентировочно и только для примера. Преподаватель самостоятельно по своему усмотрению определяет содержание вопросов и их количество на зачете):

1. "Cultural differences cause problems. It is better for people to stay in their own countries rather than to migrate to other ones." Do you agree?

2. "It is better to study major international languages like English rather than to spend time on minority languages for the sake of regional identity." Do you agree?
3. Can culture, gender, nationality or social class have an effect on communication?
4. How do conflicts appear?
5. How do styles of management differ depending of age?
6. How do styles of management differ depending of ethnical background?
7. How do styles of management differ depending of sex?
8. How does personal space differ in cultures?
9. How important are negotiations in business?
10. How important is listening in communication?
11. How important is non-verbal communication?
12. How to listen to your partner correctly
13. How would you describe good/effective communication?
14. Is there a way we can measure or assess effective communication?
15. What are best ways to resolve conflicts?
16. What are features of a good leader?
17. What are some questions that are frequently asked in a job interview?
18. What are strengths and weaknesses?
19. What are the greatest challenges to good communication?
20. What do you know about attitude to time in different cultures?
21. What factors make negotiations effective?
22. What is a conflict?
23. What is a linear active culture?
24. What is a multi-active culture?
25. What is a retroactive culture?
26. What is effective listening
27. What is motivation?
28. What national and cultural ways of negotiations do you know?
29. What psychological features of team work do you know?
30. What recommendations can you give to a person going to a job interview?
31. What rules of making presentations do you know?
32. What types of negotiations do you know?
33. What ways of motivation do you know?
34. Whose duty is it to resolve conflicts in a team?
35. Would you prefer to live in a monoculture or a multi-racial society? Why?

Темы для зачета:

(Приведенные ниже формулировки указаны ориентировочно и только для примера. Преподаватель самостоятельно по своему усмотрению определяет формулировку на зачете):

1. Challenges to communication
2. Conflicts at work
3. Cultural differences
4. Cultural shock
5. Cultural values
6. Effective communication
7. Good leader
8. Linear active culture
9. Listening in communication
10. Motivation
11. Multi-active culture
12. Negotiations in business
13. Non-verbal communication
14. Retroactive culture
15. Rules of making presentations
16. Rules of telephoning
17. Styles of management

18. Successful job interview
19. Team work
20. Time and personal space in different cultures

Требования к составленным темам:

- Объем темы – не менее 15 полных, развернутых предложений (время в нормальном темпе речи не менее 3 минут на удовлетворительно, на хорошо и отлично – соответственно, 4 и 5 минут).
- Композиция – логическое и последовательное изложение, нет перескакивания с пункта на пункт, переход логически обоснован, нет подмены одной темы другой, может глубоко раскрыть ее, в конце – развернутое заключение.
- Манера изложения - не запинаясь, речь течет гладко, плавно, нет слов-паразитов, не спрашивает слова по подготовленной теме и т.п.
- Знание лексических единиц - в каждой теме присутствуют не менее 10 новых слов, (20 и 30, соответственно на 4 и 5)
- Грамотность речи – отсутствуют грамматические ошибки

Требования к беседе:

- Умение поддержать беседу на предлагаемые преподавателем варианты темы, не придерживаясь только написанного текста, умеет самостоятельно переводить беседу на смежные темы, студент ведет беседу раскрепощено, использует приемы активного слушания - внимательно слушает собеседника, реагирует на сказанное, может продолжить мысль, перефразировать ее, умеет задавать встречные вопросы, не дает односложных ответов,
- Знание речевого этикета - студент не перебивает речь собеседника, не жестикулирует, использует верный регистр общения.
- сформированные навыки оперирования правилами, посредством которых языковые единицы выстраиваются в осмысленные высказывания;
- развитые способности к общению, т.е. способности планировать речевое поведение, понимать и передавать информацию в связных, логичных и аргументированных высказываниях, построить и организовать высказывание в соответствии с функциональной задачей общения;
- развитые способности осуществлять разные виды речемыслительной деятельности и выбирать лингвистические средства в соответствии с местом, временем, сферой общения, адекватно социальному статусу партнера по общению;
- сформированные потребности к самосовершенствованию в иностранном языке, то есть способности обучающегося преодолевать дефицит своих знаний в области лингвистического кода, наличие лингвистических и общекультурных иноязычных умений, позволяющих находить пути восполнения пробелов в языковой, речевой и социокультурной компетенциях.
- владение системой лингвистических знаний, включающей в себя знание основных фонетических, лексических, грамматических, словообразовательных явлений и закономерностей функционирования изучаемого иностранного языка, его функциональных разновидностей
- представление об этических и нравственных нормах поведения, принятых в инокультурном социуме, о моделях социальных ситуаций, типичных сценариях взаимодействия
- владение основными дискурсивными способами реализации коммуникативных целей высказывания применительно к особенностям текущего коммуникативного контекста (время, место, цели и условия взаимодействия)
- владение основными способами выражения семантической, коммуникативной и структурной преемственности между частями высказывания - композиционными элементами текста (введение, основная часть, заключение), сверхфразовыми единствами, предложениями
- умение свободно выражать свои мысли, адекватно используя разнообразные языковые средства с целью выделения релевантной информации
- владение основными особенностями официального, нейтрального и неофициального регистров общения -
- готовность преодолевать влияние стереотипов и осуществлять межкультурный диалог в общей и профессиональной сферах общения
- умение использовать этикетные формулы в устной и письменной коммуникации (приветствие, прощание, поздравление, извинение, просьба)

Шкала оценивания

Оценка результатов производится на основе балльно-рейтинговой системы (БРС). Использование БРС осуществляется в соответствии с приказом от 06 сентября 2019 г. №306 «О применении балльно-рейтинговой системы оценки знаний обучающихся».

Схема расчетов сформирована в соответствии с учебным планом направления, согласована с руководителем научно-образовательного направления, утверждена деканом факультета.

Схема расчетов доводится до сведения студентов на первом занятии по данной дисциплине, является составной частью рабочей программы дисциплины и содержит информацию по изучению дисциплины, указанную в Положении о балльно-рейтинговой системе оценки знаний обучающихся в РАНХиГС.

В соответствии с балльно-рейтинговой системой максимально-расчетное количество баллов за семестр составляет 100, из них в рамках дисциплины отводится:

30 баллов - на промежуточную аттестацию

50 баллов - на работу на семинарских занятиях

20 баллов - на посещаемость занятий

В случае если студент в течение семестра не набирает минимальное число баллов, необходимое для сдачи промежуточной аттестации, то он может заработать дополнительные баллы, отработав соответствующие разделы дисциплины, получив от преподавателя компенсирующие задания.

В случае получения на промежуточной аттестации неудовлетворительной оценки студенту предоставляется право повторной аттестации в срок, установленный для ликвидации академической задолженности по итогам соответствующей сессии.

Обучающийся, набравший в ходе текущего контроля в семестре от 51 до 70 баллов, по его желанию может быть освобожден от промежуточной аттестации.

Количество баллов	Оценка прописью	Оценка буквой
96-100	отлично	A
86-95	отлично	B
71-85	хорошо	C
61-70	хорошо	D
51-60	удовлетворительно	E

Критерии оценки ответа на вопросы на зачете с оценкой:

На оценку «Отлично» студент подробно и самостоятельно рассказывает об особенностях разных культур, приводит примеры специфики менталитета, ценностей и мировоззрения, характерные для культур. В ответе присутствует дополнительная информация. Рассказывает об условиях эффективности коммуникации, сущности и специфических особенностях своей и чужих культур, дает развернутый обоснованный ответ. Верно выбирает необходимые методы и средства для эффективной коммуникации. Не допускает ошибок при восприятии межкультурной коммуникации как диалога культур, нацелен на сотрудничество. Создает собственные хорошо структурированные и логически продуманные устные тексты с целью передачи основного содержания текста-источника в зависимости от коммуникативной установки в ситуациях профессионального общения. Делает ясные, логично построенные доклады, сообщения, подкрепляя их примерами, детально аргументируя собственную точку зрения и обсуждая противоречивые моменты. Высказывается на иностранном языке с использованием разных по сложности грамматических конструкций и изученного лексического минимума. Самостоятельно определяет современные технологии взаимодействия, с учетом основных закономерностей возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий, особенностей социализации личности. Владеет дополнительной информацией. Самостоятельно, комплексно использует методы организации и управления ситуациями общения

На оценку «Хорошо» студент рассказывает об особенностях разных культур, приводит примеры специфики менталитета, ценностей и мировоззрения, характерные для культур с помощью наводящих вопросов. Рассказывает об условиях эффективности коммуникации, сущности и специфических особенностях своей и чужих культур с минимальной помощью (наводящими вопросами). Допускает одну ошибку при выборе необходимых методов и средств для

эффективной коммуникации. Воспринимает межкультурную коммуникацию как диалог культур, нацелен на сотрудничество, но допускает ошибки. Создает собственные хорошо структурированные устные тексты с целью передачи основного содержания текста-источника в зависимости от коммуникативной установки в ситуациях профессионального общения. Делает ясные, логично построенные доклады, сообщения, подкрепляя их примерами и детально аргументируя собственную точку зрения. Высказывается на иностранном языке с использованием основных грамматических конструкций и изученного лексического минимума. Определяет современные технологии взаимодействия, с учетом основных закономерностей возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий, особенностей социализации личности. Самостоятельно использует методы организации и управления ситуациями общения

На оценку «Удовлетворительно» студент рассказывает об особенностях разных культур, приводит примеры специфики менталитета, ценностей и мировоззрения, характерные для культур с помощью преподавателя. Рассказ схематичен. Есть отдельные неточности. Отсутствуют ответы на дополнительные вопросы преподавателя. Рассказывает об условиях эффективности коммуникации, сущности и специфических особенностях своей и чужих культур с помощью преподавателя. Допускает несколько ошибок при выборе необходимых методов и средств для эффективной коммуникации. Схематично воспринимает межкультурную коммуникацию. Нацелен на сотрудничество, но допускает ошибки. Создает собственные короткие устные тексты с целью передачи основного содержания текста-источника в зависимости от коммуникативной установки в ситуациях профессионального общения. Делает короткие, заранее отрепетированные доклады, сообщения, подкрепляя их примерами и кратко аргументируя собственную точку зрения. Высказывается на иностранном языке с использованием простых грамматических конструкций и минимального количества изученных лексических единиц. Имеет поверхностное представление о современных технологиях взаимодействия, с учетом основных закономерностей возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий, особенностей социализации личности. Имеет поверхностное представление об организации и управлении ситуациями общения

На оценку «Неудовлетворительно» студент не может рассказать об особенностях разных культур и привести примеры специфики менталитета, ценностей и мировоззрения, характерные для культур. не знает об условиях эффективности коммуникации, сущности и специфических особенностях своей и чужих культур, не умеет выбирать методы и средства для эффективной коммуникации. не знает принципов межкультурной коммуникации. не может создать собственных устных текстов с целью передачи основного содержания текста-источника в зависимости от коммуникативной установки в ситуациях профессионального общения. не может создать коротких, отрепетированных докладов, сообщений, подкрепляя их примерами и кратко аргументируя собственную точку зрения, при высказывании на иностранном языке затрудняется в использовании простых грамматических конструкций и минимального количества изученных лексических единиц. не имеет представления о современных технологиях взаимодействия, с учетом основных закономерностей возрастного и индивидуального развития, социальных, этноконфессиональных и культурных различий, особенностей социализации личности. не имеет представления об организации и управлении ситуациями общения

6. Методические указания для обучающихся по освоению дисциплины

Самостоятельная работа в высшем учебном заведении является важной организационной формой индивидуального изучения студентами программного материала. Эти слова особенно актуальны в наше время, когда в педагогике высококвалифицированных специалистов широко используется дистанционное обучение, предполагающее значительную самостоятельную работу студента на основе рекомендаций преподавателя.

Целью самостоятельной (внеаудиторной) работы студентов является обучение навыкам работы с научно-теоретической, периодической, научно-технической литературой и иной документацией, необходимой для углубленного изучения дисциплины, а также развитие у них устойчивых способностей к самостоятельному изучению и изложению полученной информации.

Основными задачами самостоятельной работы студентов являются:
закрепление знаний, полученных студентами в процессе практических занятий;
формирование навыков работы с литературой
приобретение опыта практической деятельности;
развитие творческой инициативы, самостоятельности и ответственности студентов.

Самостоятельная работа слушателей:

- Дистанционный курс
- устные виды контроля (устный ответ на поставленный вопрос; развернутый ответ по заданной теме; устное сообщение по избранной теме, собеседование; тестирование (с помощью технических средств обучения), чтение текста на иностранном языке, аудирование);
- письменные виды контроля (письменное выполнение тренировочных упражнений, практических работ; написание диктанта, изложения, сочинения; выполнение самостоятельной работы, письменной проверочной работы, творческой работы, подготовка реферата).

Характеристика самостоятельных работ:

Самостоятельная работа по развитию академических языковых навыков предусматривает разнообразные виды работы, а также подготовку к промежуточному тестированию и к экзамену.

В ходе самостоятельной работы проверяются навыки

1. чтения (структур текста; поисковое и просмотровое чтение; логический порядок);
2. оперирования изученными лексическими единицами;
3. владения лексикой в рамках межличностного и межкультурного общения;
4. личного письма.

Текущий контроль осуществляется в виде лексико-грамматических тестов оценивается по количеству выполненных заданий, аудирование – по правильности услышанной информации, при беседе оценивается как подготовленное изложение материала, так и спонтанная монологическая и диалогическая речь студента.

7. Учебная литература и ресурсы информационно-телекоммуникационной сети "Интернет", включая перечень учебно-методического обеспечения для самостоятельной работы обучающихся по дисциплине

7.1. Основная литература.

1. Локтюшина, Елена Александровна. Introduction into Business учеб. пособие [Электронный ресурс] 2016 Саратов: Вузовское образование, 166 с., Доступ в ЭБС <http://idp.nwipa.ru:2239/epd-reader?publicationId=38927>
2. Уваров, Валерий Игоревич. English for business учебник и практикум для прикладного бакалавриата [Электронный ресурс] 2018 М.:Юрайт 356 с., Доступ в ЭБС <https://idp.nwipa.ru:2180/viewer/angliyskiy-yazyk-dlya-ekonomistov-cd-413364#page/1>

7.2 Дополнительная литература.

1. Акмаева, Альбина Рашидовна. Ильиных, Татьяна Валентиновна. Business English for Public Administrators and Managers: учебно-методическое пособие и рабочая тетрадь, 2019, СПб.:СЗИУ РАНХиГС
2. Мусаев, Ренар Абдрахманович, Муртазина Э. М. Деловой английский язык государственного и муниципального служащего [Электронный ресурс], 2016, Казань: Казан. нац. исслед. технолог. ун-т, 207 с., Доступ в ЭБС <http://idp.nwipa.ru:2239/epd-reader?publicationId=61841>
3. Шевелёва, Светлана Александровна. Деловой английский, учеб. пособие для студентов вузов, 2-е изд., перераб. и доп 2017, М.:ЮНИТИ, 382с., Доступ в ЭБС <http://idp.nwipa.ru:2239/71767.html>

Учебно-методическое обеспечение самостоятельной работы.

Положение об организации самостоятельной работы студентов федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте

7.3. Нормативные правовые документы.

Настоящая программа разработана в соответствии с нормами действующего законодательства Российской Федерации:

- Федеральным законом от 29.12.2012 г. № 273-ФЗ «Об образовании в Российской Федерации»;
- Приказом Министерства образования и науки от 01.07.2013 г. № 499 «Об утверждении Порядка организации и осуществления образовательной деятельности по дополнительным профессиональным программам»;
- Уставом федерального государственного бюджетного образовательного учреждения высшего образования «Российская академия народного хозяйства и государственной службы при Президенте Российской Федерации» (далее – Академии),
- Приказом Министерство образования и науки Российской Федерации от 8 июня 2017 г. № 516. «ОБ УТВЕРЖДЕНИИ ФЕДЕРАЛЬНОГО ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА ВЫСШЕГО ОБРАЗОВАНИЯ - БАКАЛАВРИАТ ПО НАПРАВЛЕНИЮ ПОДГОТОВКИ 43.03.02 ТУРИЗМ.»

и другими нормативными правовыми актами

7.4. Интернет-ресурсы.

1. <https://eslbrains.com/business-english/>
2. <https://www.linguahouse.com/esl-lesson-plans/business-english>
3. <https://www.teachingenglish.org.uk/resources/adults/english-business>
4. <https://www.linguahouse.com/ru/esl-lesson-plans/topic/telephoning>
5. <https://www.thoughtco.com/teaching-telephone-english-1210130>
6. <https://eslbrains.com/telephone-english-phrases/>
7. <https://www.linguahouse.com/esl-lesson-plans/general-english/attending-a-job-interview>
8. <http://www.onestopenglish.com/community/lesson-share/winning-lessons/speaking/speaking-the-job-interview/154560.article>
9. <https://www.thoughtco.com/job-interview-lesson-for-esl-1211722>
10. <https://www.linguahouse.com/ru/esl-lesson-plans/business-english/leadership-and-management>
11. <https://englishpost.org/lesson-plans-leadership-skills/>
12. <https://www.linguahouse.com/ru/esl-lesson-plans/business-english/motivation>
13. <https://www.englishhints.com/esl-lesson-plan.html>
14. <https://study.com/academy/topic/conflict-in-the-workplace-lesson-plans.html>
15. <https://www.txcte.org/resource/lesson-plan-can%E2%80%99t-we-all-just-get-along-conflict-resolution-strategies>

7.5. Иные источники

Не используются

8. Материально-техническая база, информационные технологии, программное обеспечение и информационные справочные системы

Лекционные аудитории с компьютерным и проекционным оборудованием для демонстрации презентаций. Доска или флип-чарты и листы к ним, фломастеры.

Необходимы проектор и ноутбук для демонстрации:

- аудио- видео-материалов,
- презентаций с помощью программы MicrosoftPowerPoint.

В учебном процессе допускается применение онлайн-платформ Teams, Zoom, Skype for Business, а также системы дистанционного обучения LMS Moodle.